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ABSTRACT

Data obtained from a province-wide survey of compulsory physical education programs in Alberta, Canada, is presented (1) describing current parent and student perceptions of required physical education, (2) identifying the strengths and weaknesses of the program as it exists, (3) assessing areas of expressed or implied concerns, and (4) making recommendations on the basis of these areas of expressed or implied concerns. The document, compiling frequency response tabulations from questionnaires administered to students, parents, and teachers of single grades in ten percent of the public schools of Alberta, is divided into eight parts, explaining (1) an introduction to the survey, (2) a discussion of the instrumentation, (3) description of the sampling audience and procedure, (4) findings and recommendations on general aspects of compulsory physical education, (5) student attitudes toward physical education, (6) teacher job satisfaction and its impact on student attitudes, (7) student attitudes toward physical education activities, and (8) recommendations based on general observations. The body of the report--the findings and recommendations on general aspects of compulsory education--examine attitudes toward physical education as a required subject, desired frequency of classes, class objectives, student assessment, and attitudes toward use of showers and required physical education uniforms. Appendices contain (1) instruments, (2) computer-scored answer sheets, (3) schools selected for the study, (4) letters to school superintendents, principals, and physical education teachers, (5) letters to schools not personally visited by the researchers, (6) summary of student attitudes toward physical education by grade level, and (7) sample parent comments. (MB)

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Study 1:

The Required School Physical Education Program in Alberta

A Report Submitted to:
The Department of Education
The Government of Alberta

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Alberta
EDUCATION

Planning and Research

April 1977

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This study was planned as a result of expressed concerns by parents and others as to the nature of the required program of physical education and the degree of its acceptance by students and parents, the costs of the program and the incidence of injuries sustained by students. The actual research placed a heavy demand on a number of people and groups throughout the province whom we would like to recognize. The formulation and direction of the study was significantly shaped by a Steering Committee comprised of

Dr. W.R. Duke, Chairman
Dr. W.P. Eddy
Dr. E.A. Torgunrud
Mr. K. McKenna
Mr. C.M. Ward

This committee provided invaluable guidance to the research team but is in no way responsible for the content of the report itself.

Although it is impossible to specifically credit all of the individuals who helped with the study, the following people were of critical importance in many ways:

Colin Lorback	Gary Bowie	Deiter Fehlberg
John Kramer	Al Adler	Harry Henshaw
Laurie Newton	Gordon Dunkley	John Reid
Dan Syrotuik	Al Murray	Larry Borysyk

Without the full cooperation of the superintendents, principals and physical education teachers who participated, this study could not have been properly undertaken and the results might not have reached the high levels of reliability and validity obtained. Their outstanding helpfulness re-affirms our belief in the high quality of people who operate our schools and who are responsible for the education of our children.

A special expression of appreciation to Ms. Sharon Duplessis who coordinated material, prepared questionnaires, typed letters, answered calls and performed numerous other roles.

There remains a final expression of gratitude to all of the teachers, parents, and especially the students who completed the data forms. They were helpful and, we believe, candid in their responses. Without their participation the study could not have been completed.

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R.G. Glassford
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THE REQUIRED SCHOOL PHYSICAL EDUCATION

PROGRAM IN ALBERTA

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THE REQUIRED SCHOOL PHYSICAL EDUCATION PROGRAM IN ALBERTA

I. INTRODUCTION

> Our problem today is to plan and carry out a physical training programme to furnish the excercises that once were an incidental but inevitable part of nearly everyone's life. The fact that exercise has two distinct purposes -- first to build up the body during the first score of years and second to preserve health in the mature body (sic) should be kept constantly in mind (Ottawa Public Schools, 1922, p. 48).

Although the above quotation was taken from an Ottawa school inspector's report it is representative of the strong impetus that was accorded to the growing field of physical education during the early part of the twentieth century. A major growth factor was the creation of the Strathcona Trust Fund in 1909 which provided schools across the nation access to a grant not to exceed $150.00 for the encouragement of athletics, exercise and school games (Morrow, 1975, p. 188). While the size of the grant was small by contemporary standards the availability of these monies generated a major growth in school physical education to the point that today in Alberta all students are required to take part in a program up to grade ten. The actual time allotment varies over grade level but in general it follows this form:

Grades K-6:	90 minutes minimum per week.
Grades 7-9:	75 minutes minimum.
Grade 10:	2 credits (150 minutes per week, on the semester basis: 75 minutes per week on a full year program).

The key question as to what actually happens during these periods of required physical education is of vital concern to parents, students and teachers alike and while the matter has been dealt with in an ongoing manner through the supervisors and coordinators as well as physical education department heads and principals it was only in 1975 that the Department of Education funded a large-scale examination of the compulsory school physical education program. One of the purposes of this study was to determine the degree of acceptability by parents and students alike of compulsory programs in the elementary, junior and senior high schools. Specifically the objectives were:

1. To describe current parent and student perceptions of required physical education;
2. To identify the strengths and weaknesses of the program as they exist;
3. To assess areas of expressed or implied concerns, and
4. To make recommendations on the basis of these areas of expressed or implied concerns.

Based on these broad objectives the following general questions were addressed in this study:

1. What is the expressed attitude of parents and students toward compulsory physical education in the schools? If the concept of requirement is reasonable, how often should the program be made available to students?

2. Are the programs sufficiently flexible to allow individuals with different needs and abilities to gain a measure of personal success and growth? Should there be more opportunity for

students to have choice in the activities taken? How well received by students are the activities that comprise the current programs?

3. What do students and parents believe to be the basis for justifying a program of physical education?

4. What are the attitudes of students toward the current compulsory programs of physical education in Alberta? How are they affected by the level of job satisfaction of their physical education teacher?

II. INSTRUMENTATION

In order to generate reliable and valid data on the questions noted above the study passed through a number of stages of development.

Stage One: Instrument Development

A review of the relevant literature on student and parent attitude inventories of questionnaires was conducted as well as a survey of scales devised to evaluate the level of physical education teachers' job satisfaction. Based on this review student questionnaires labelled "What I Think About Physical Education" were drafted and pre-tested in schools not randomly selected in the study sample itself. Words or phrases which were difficult to understand were eliminated as were items that failed to discriminate well on an item analysis test. Separate instruments were created for grades 4 to 6 and grades 7 to 10.

The revised questionnaires were circulated to individuals considered to be experts in the field of physical education and were administered a second time to students of various ages. Alterations were again

made and the final questionnaires and attitude scales printed (see Appendix A).

In order to ensure as high a response as possible from parents the instrument was kept simple and restricted to one page. The first draft was piloted on the parents of a single classroom of students. The final instrument was created on the basis of their comments and response pattern (see Appendix A).

A third instrument designed to identify students' attitudes toward specific physical education activities offered within the curriculum of grades 7 to 10 was also developed, pre-tested and revised in the manner noted above (see Appendix A). No attempt was made to develop a parallel instrument for the elementary aged child since their curriculum is based on movement education rather than on specific activities.

A final instrument designed to assess the level of job satisfaction among physical education teachers was taken from Kendall (1976) whose thirty-three item scale is included in Appendix A.

Stage Two: Instrument Administration

As a result of the two major pilot projects it was obvious that the researchers would have to personally administer the instruments in as many of the sample schools as possible. This would help to ensure a standard interpretation of the questions, a full explanation of the use of the scale, a higher level of motivation among the students to answer the questionnaires as completely and accurately as possible, and an opportunity to stress the importance of the parent questionnaire

to the students who would have to act as couriers by carrying the instrument home to the parent and back to school. Personal visits would also enhance the rate of response by the schools selected for the sample in all phases of the study: injury reporting, hidden program costs, and student attitudes.

Initial contact was made with the school superintendents in those districts from which test schools had been randomly selected (see Appendix D). At this point the parameters of the study were set out and a request for permission to contact the individual principals as well as a request for the superintendent's support was made. Following the contact with the superintendent direct communication was opened between the research team and the principal and physical educator of each school (see Appendix D). This led to an open communication channel between the researchers and the sample schools through injury report submission and telephone calls on matters requiring clarification with relation to a final submitted report.

A final series of contacts were made with the schools beginning in March, 1976 and extending through until April by which time the majority of the visitations had occurred. Where it was extremely difficult to personally travel to the school selected as a part of the study a letter was sent to the principal along with detailed instructions for questionnaire administration. Included in the packet were all of the necessary forms, answer sheets, pencils and return envelopes (see Appendix E).

With the exception of the parent's questionnaires, all responses were entered onto computer scored answer sheets by the subjects. These were checked, cleaned of extraneous pencil marks and packaged for analysis. For purposes of the present report the statistical analyses were limited to simple frequency response tabulation. The responses on the parent's questionnaires were manually entered onto IBM cards and then tabulated. Written comments were individually analyzed.

III. SAMPLE

Two separate samples were drawn for the study. The first, and central sample, was generated by randomly selecting ten per cent (10%) of the schools of the Province of Alberta from a list of operating schools (1974-1975) compiled by the Operational Research Bureau of the Department of Education. This produced a list of 129 schools (see Appendix C). Data was eventually generated from 123 schools of this total sample.

In order to create a manageable pool of students who would receive the questionnaires and attitude scales only one grade level was randomly selected from each school and the principals were asked to identify a specific class given the restrictions of the data and approximate time that the testing team would arrive at the school in question. Letters explaining the procedures and a response form including a telephone contact number were sent to each school two weeks to a month prior to the test teams scheduled arrival (see Appendix D). Due to the fact that some school districts were taking their Easter vacation during the week following Easter Friday

(April 16-23), whereas others were taking it at the beginning of April many of the planned visits had to be rescheduled.

The result of the sampling procedures produced the following contact groups.

TABLE 1

COMPOSITION OF FIRST-ORDER STUDENT SAMPLE

Grade	No. of Classes	No. of Males	No. of Females	Total*
4	22	201	204	405
5	22	221	196	417
6	25	256	271	527
		678	671	1,349
			Elementary N =	1,387
7	14	194	172	366
8	15	152	195	347
9	15	200	190	390
10	15	247	264	511
		793	821	1,614
			Secondary N =	1,694
TOTALS*		1,471	1,491	2,963
			Overall N =	3,081

* Please note the discrepancy between numbers of male and female subjects and the side totals as compared to the overall totals. This resulted as a consequence of subjects not identifying their sex on the answer sheets. Since most elements of the study yielded no significant differences between the values obtained on the female responses as compared to the male responses the scores were subsequently collapsed into one group and all values obtained in the study were used.

A second sample was drawn up by D. McCaffery and G. Glassford in order to examine the relationship between the level of job satisfaction among physical education teachers and the attitudes toward physical education held by their students. Fifty (50) male teachers were randomly selected from eighty-seven respondents of a study on job satisfaction carried out by T. Kendall. These teachers had instructed in grade seven, eight, nine or ten compulsory phydical education classes during the 1975-1976 academic year. Each of the fifty teachers was contact by phone, the study explained and their cooperation solicited. All fifty agreed to participate. In an attempt to preserve randomness of sample, grade level and specific classes were drawn from a list supplied by each individual teacher.

Due to time constraints, each teacher was given instructions on questionnaire and scale administration and was asked to administer the instruments to the randomly selected class between May 17 and June 18, 1976. forty-three teachers submitted the completed materials which yielded the following sample.

TABLE 2

COMPOSITION OF SECOND-ORDER STUDENT SAMPLE

Grade	Number of Male Students
7	188
8	155
9	248
10	290
TOTAL	881

Thus the total number of students contacted in this study was 3,081 in the primary group and 881 in the second-order study for a total of 3,962 students.

The parents sample resulted from a different sampling procedure. Each student in the first-order class sample was given a form entitled "Parents - What do you think of school physical education?" To take home to their parents (see Appendix A). Attached to this form was an envelope addressed to the school physical education teacher so that parents could complete the form, place it and seal it in an envelope and thereby ensure anonymity. Based on the 3,081 students who completed the study a response of 1,694 parents' questionnaires represented a 56 per cent return.

In summary, the attitude study was carried out between April 7, 1976 and June 18, 1976. The first-order study comprised of 3,081 elementary and secondary students and 1,694 parents. The secondary study consisted of responses from 881 male secondary students and 43 male physical education teachers.

VI. FINDINGS AND RECOMMENDATIONS: GENERAL ASPECTS OF COMPULSORY PHYSICAL EDUCATION

1. Attitude toward physical education as a required subject

One of the primary questions to which this study addressed itself was the attitude of respondents toward physical education as a required subject in the school curriculum. Table 3 and Figure 1 summarize the response to the question, indicating that, in the main, all three groups believe that physical education should be required. Although only 52.5 per cent of the elementary students expressed an affirmative belief, the fact that 15.7 per cent responded "don't know" may be an indication that some teachers fail to explain why physical education is offered in the program. There is some evidence to support this claim in Table 12.

Secondary students are much more emphatic about physical education being a required subject, with 71.2 per cent responding in the affirmative and only 9.7 per cent indicating that they "don't know." Of the parents whose responses were obtained, an overwhelming majority (94.3 per cent) believe that physical education should be required.

On the question of the grade level to which physical education should be required, there was strong support for the program to be offered up to Grade 12. Once again, parents responded most strongly, this time in favour of offering physical education up to Grade 12 (75.8 per cent). Table 4 summarizes the responses of all groups. It is interesting to note that very few respondents chose Grade 11 as the level to which physical education should be compulsory. It would appear that knowledge of the present requirement (up to Grade 10)

influenced a minor proportion of respondents to maintain the *status quo*, but that the greatest number preferred that physical education be compulsory to grade 12.

Figure 1.

Physical Education as a Required Subject

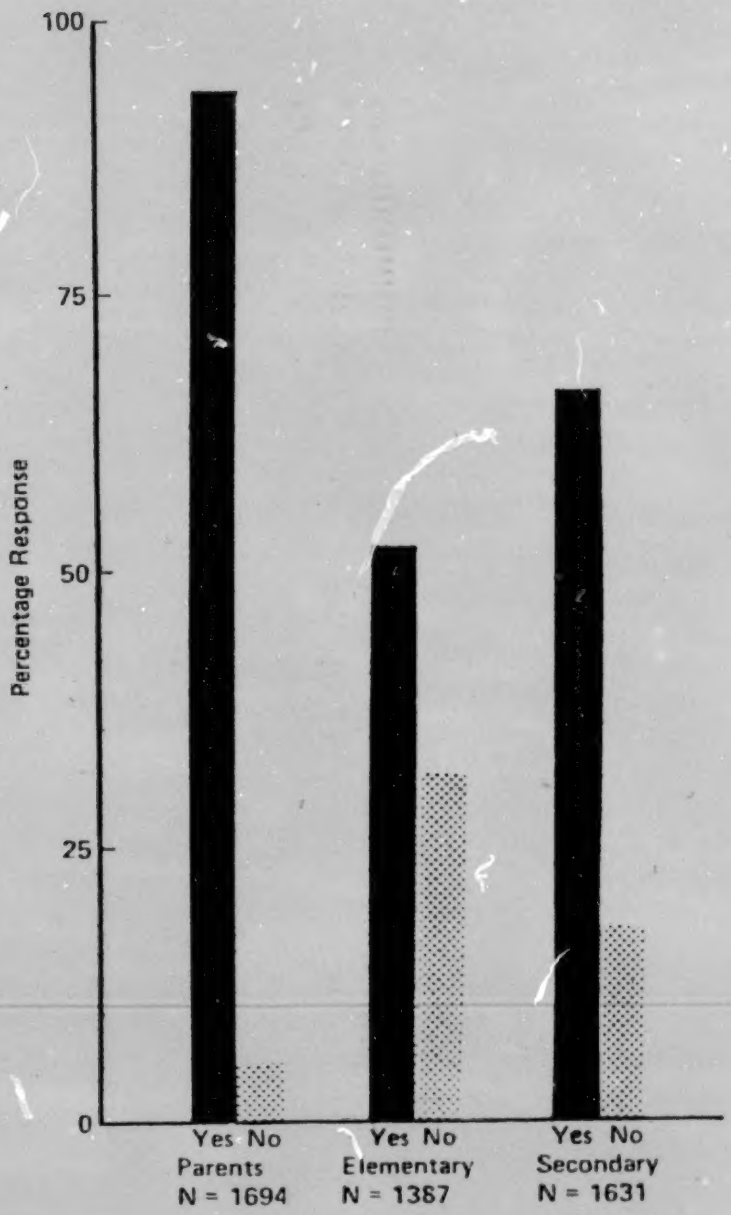


TABLE 3

SUMMARY OF RESPONSES TOWARD PHYSICAL EDUCATION AS A REQUIRED SUBJECT

QUESTIONS ASKED

Parents: Should students be required to take Physical Education?

Elementary: Do you think all students should have to take Physical Education?

Secondary: In your opinion, should students be required to take Physical Education?

RESPONSE	Parents	Elementary	Secondary
Yes	94.3%	52.5%	71.2%
No	5.7%	31.7%	17.7%
Don't know	-	15.7%	9.7%
No response	-	.1%	1.4%
	N = 1694	N = 1387	N = 1631

TABLE 4

SUMMARY OF RESPONSES INDICATING THE GRADE LEVEL TO WHICH PHYSICAL EDUCATION SHOULD BE REQUIRED

QUESTIONS ASKED

Parents: If yes, up to which grade level should it be required?

Elementary: If yes, up to which grade level should it be required?

Secondary: If yes, up to which grade level should it be required?

RESPONSE	Parents	Elementary	Secondary
Grades 1-6	2.6%	5.0%	5.7%
Up to grade 8	5.7%	5.4%	8.0%
Up to grade 10	14.0%	11.2%	24.0%
Up to grade 11	1.9%	2.7%	5.5%
Up to grade 12	75.8%	45.9%	39.6%
No response	-	29.8%	17.2%
	N = 1694	N = 1387	N = 1631

Parents comments as to the value of compulsory physical education ranged broadly and the following citations are somewhat indicative of this range as well as the ratio of positive to negative notes.[1]

> "I know it releases tensions from the regular class subjects and gives excellent groundwork for developing an all round student academically and socially as well as the obvious physical benefits. It also aids in the transition from childhood to maturity in a way not everyone can relate to."
>
> "I think a good all around type of physical education teaches children that they can train their bodies to a higher standard. Physically and mentally I think this training is important, for better all around health."
>
> "Physical Education should be compulsory as a general rule. When it becomes rigid and impossible to have a child exempted no one benefits, least of all the child. It should not be treated as an academic subject and be required for passing a grade."
>
> "Over 40 years (that I know of) of compulsory physical education has not brought about any demonstratable improvement in the so-called 'fitness' of the population of this country. In short, physical education is a shockingly wasteful failure!"

Despite the last comment, the study revealed a strong mandate from parents and students with regard to the compulsory aspect of school physical education. A similar mandate is indicated, for example, in a survey (September, 1974), of medical doctors conducted in the State of California wherein 84 out of 98 respondents felt that high school students should be required to take physical education. The Canadian medical

---

[1]Parents' comments are unedited. They have been taken from the parents' questionnaires as accurately as possible given the limitations created by writing style. Only spelling errors where they might have occurred, have been corrected.

profession is, if anything, even more emphatic about the need for physical education. The three-day annual meeting of the Canadian Medical Association held on June 23-25, 1976 and attended by 125 delegates resolved that:

> Canadians lead unhealthy lives. Compulsory daily physical education from kindergarten to Grade 12 in all schools is necessary.

It is therefore recommended:

that physical education be retained as a required subject in the school curriculum, and further, that the requirement be extended to Grades 11 and 12.

Associated with the question of compulsory physical education is the issue of the degree of choice students have in selecting the activities included in the program. Table 5 and 6 present the responses of secondary students and parents respectively. As expected students generally believe that they should have the opportunity to provide some input into activity selection. Meanwhile, only 34.9 per cent of the parents felt that students should have more choice while 41.5 per cent believe the present degree of choice is about right.

TABLE 5

SUMMARY OF RESPONSES INDICATING WHETHER STUDENTS SHOULD HAVE MORE INPUT INTO THE ACTIVITIES TAKEN IN PHYSICAL EDUCATION

QUESTION ASKED

Secondary: Do you believe that you should have more say in deciding what activities you will learn in physical education?

RESPONSE	Secondary
Yes	38.6%
Some chance to make suggestions	36.4%
Make suggestions once in a while	18.0%
No	2.2%
Don't care	3.7%
No response	1.1%
	N = 1631

TABLE 6

SUMMARY OF RESPONSES FROM PARENTS INDICATING THEIR FEELINGS ABOUT THE CHOICE THAT STUDENTS HAVE IN SELECTING THE ACTIVITIES WHICH THEY TAKE IN PHYSICAL EDUCATION

QUESTION ASKED

Parents: How do you feel about the choice that students have in selecting activities which they take in physical education?

RESPONSE	Parents
More choice	34.9%
About right	41.5%
Less choice	4.5%
Unsure	19.0%
	N = 1694

There are some concerns about participation which should be noted as exemplified by the following comments from parents:

> "Some children dislike sports and I feel they should have an alternative. Would like to see other games played besides traditional e.g. Indian games."
>
> "I am not familiar enough to be critical but I hope those who are awkward, physically, have enough choice in activities to develop skills without undue embarrasment."
>
> "Girls should be separated from boys and given a class of their choice (light exercise). Some students are more adapted to vigorous exercises than others. They should be selected by parents or medical."

It is clear from these comments that the activities presented in the program should be such that they are reasonably popular with the students and that they should be taught in a manner which would preclude undue embarrassment for the child in his or her attempt to perform the activity.

Briefly re-capitulating the data presented to this point, it is fair to say that there is strong support for physical education as a required subject and that it should be extended to include grades 11 and 12. Conversely there is some support for making provision for a greater degree of student choice of activities included in the program. Given this support it is recommended:

that students at the secondary level be given some opportunity for choosing the activities in which they will participate in physical education.

2. Desired Frequency of Physical Education Classes

There has been an increasing concern, in recent years, relative to the amount of time required for each of the core subjects areas in the school curriculum. This concern is, perhaps, most forcefully voiced by proponents of the "back to basics" movement. Unfortunately, the "basics" referred to are the traditional reading, writing and arithmetic. While there is agreement that greater attention may need to be given to these subjects, it would be wise to ensure that other aspects of the child's formal education are not foresaken. One of these areas is physical education.

The results of this survey indicate that physical education is most often offered on a twice-weekly basis (Table 7) more or less in accordance with Department of Education guidelines which suggest minimum time allocations. Approximately one-quarter of the students have three classes per week. At the secondary level, 20.3 per cent of the students receive physical education every day. This figure undoubtedly includes responses from students attending high schools operating on a semestered timetable which means that the students only receive daily physical education for five months out of twelve. Physiologically this is not an ideal situation since the body does not respond well to an environment wherein there is a building period followed by a lengthy period of inactivity. The figures, then, are not an accurate representation of a daily offering of physical education.

Parents comments relative to daily physical education are as follows:

> "Believe it needs to be taught daily so that it becomes a natural part of our lives and maybe in the future we will become a more physically fit nation."

"If students are to take physical education the classes would have to be smaller and the time allotment per class increased."

"Physical education should be offered every day."

"Hope the cutbacks are not in the physical education programs. Probably are."

"Not enough gym time for each child to get adequate 'daily' physical education. Often unskilled teachers don't challenge child to improve because they themselves have limited endurance. Thank you. I hope physical education will be considered more in budgeting -- buildings and teachers."

"I believe if they (the students) are given physical education every day from the time they start school, they will learn to like it, and it will make them better able to learn, and less likely toward obesity and laziness. I think more time should be spent with the children that are not as athletically inclined. These are the ones that need the extra attention."

"We appreciate the fact that physical education tries to teach activities useful to the child now and in later life. We feel that physical education provides a very necessary physical release from constant mental activity during a school day and enables the child to return to the classroom revived."

(Elementary parent) "Not sufficient time spent on physical education and most of the program seems to be directed to the boys."

"In lower grades it isn't long enough and the kids don't stay fit."

"Too soon in life most of us tend to become sedentary. A good physical education program helps to show us that exercise is fun. I like the way it introduces children to various physical skills which they can expand on."

"The main weakness is that the program doesn't offer physical activity every day. The semester system in the high school is even worse because the physical education program is crammed into half a year and there is no physical activity for the rest of the year. This really is more harm than good"

> "The semester system should not affect the physical education program. It should be on-going through the entire school program."
>
> "Not often enough."
>
> "Need of daily exercise for all, even if not in gym, especially at K-4."
>
> "In my opinion, 'phys. ed.' classes should be held every day. When there are only one or two periods the students tend to become stiff and sore."
>
> "I think that short daily phys. ed. classes with skilled teachers should be implemented at the primary level and continued with increasing period length right through to the end of junior high."

In a letter to the Chairman of the Edmonton Public School Board (February 7, 1977), the University Women's Club of Edmonton explains its views in the form of the following resolution passed at a recent conference:

> We urge the provision of a daily period of physical education for all elementary students. This is to be planned with the guidance and programming assistance of trained physical education specialists.

The letter futher states that

> We consider that physical education is not a frill, it is a necessity. Physical inertia is a national concern and the schools are the logical places to begin instilling positive attitudes towards physical activity. A relaxed student with a healthy body makes more efficient use of the time devoted to academic pursuits.

Turning to the data obtained in this study, comparison of responses summarized in Tables 7 and 8 and Figure 2 reveals that the current weekly time allocation falls considerably short of the desired time allocation. Although most students in elementary and secondary classes receive physical education two or three times per week in practice, a

TABLE 7

SUMMARY OF RESPONSES INDICATING THE NUMBER OF PHYSICAL EDUCATION CLASSES TAUGHT IN A WEEK

QUESTIONS ASKED

Elementary: How often do you have physical education?

Secondary: How often do you have physical education?

RESPONSE	Elementary	Secondary
Once in 5 days	9.4%	6.1%
Twice in 5 days	52.7%	30.9%
Three times in 5 days	28.6%	26.5%
Four times in 5 days	5.3%	15.3%
Every day	3.2%	20.3%
No response	0.9%	0.9%
	N = 1387	N = 1631

TABLE 8

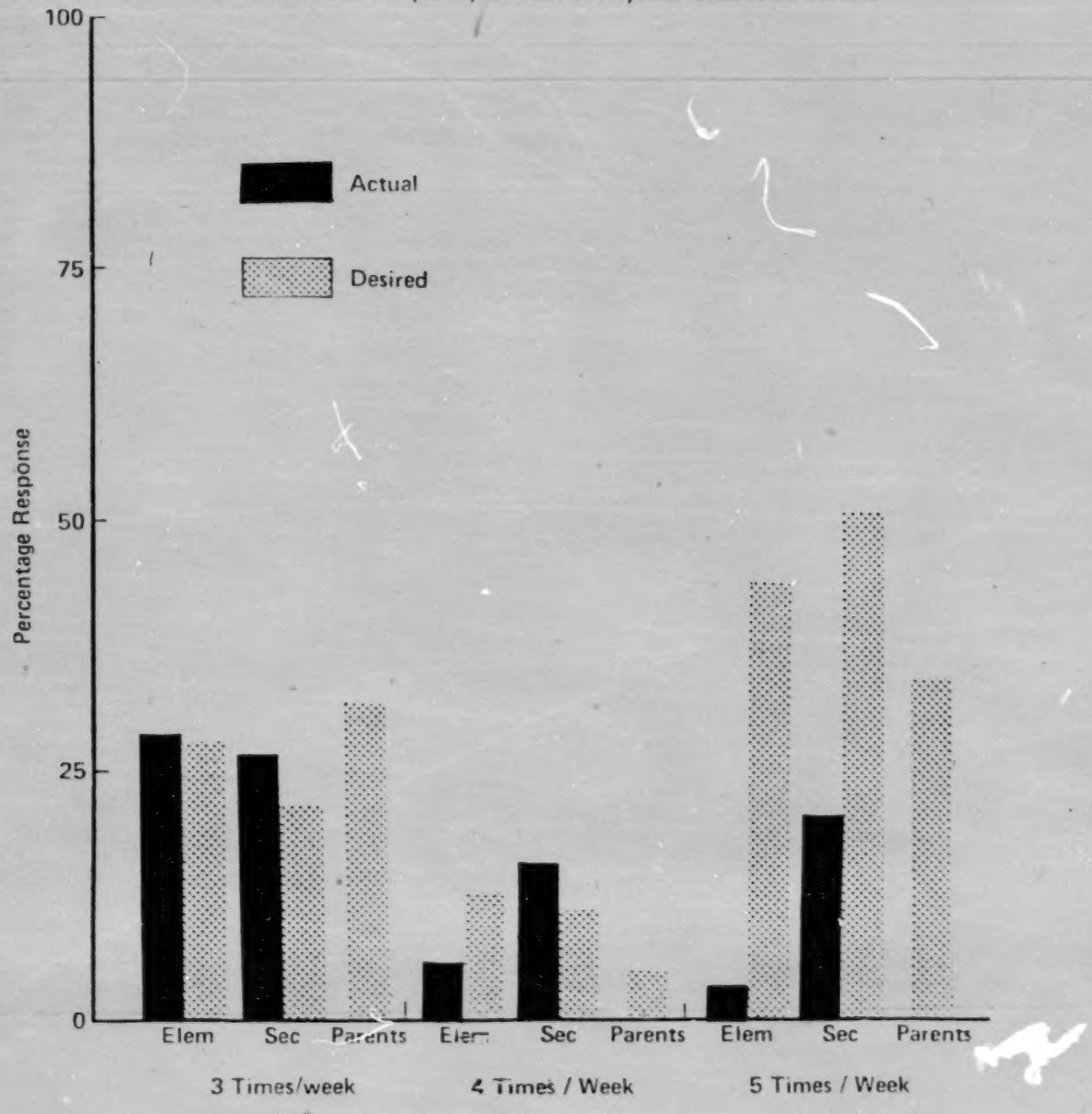
SUMMARY OF RESPONSES INDICATING THE NUMBER OF PHYSICAL EDUCATION CLASSES THAT SHOULD BE TAUGHT IN A WEEK

QUESTIONS ASKED

Parents:	How often should students have physical education classes?
Elementary:	How often do you think you should have physical education?
Secondary:	How often do you think you should have physical education?

RESPONSE	Parent	Elementary	Secondary
Once in 5 days	5.4%	3.8%	4.0%
Twice in 5 days	24.8%	10.2%	8.2%
Three times in 5 days	31.1%	27.5%	21.1%
Four times in 5 days	4.4%	12.8%	11.1%
Every day	34.2%	44.6%	51.1%
No response	-	1.2%	4.5%
	N = 1694	N = 1387	N = 1631

Figure 2.
Actual vs. Desired Frequency of School Physical Education Classes



far greater number of students and parents believe that the subject should be offered every day (34.2 per cent of the parents, 44.6 per cent of the elementary students, and 51.1 per cent of the secondary students). Looking at the results from another point of view (by combining results as indicated in Figure 2), 69.6 per cent of the parents, 84.9 per cent of the elementary students and 83.3 per cent of the secondary students believe that physical education should be offered at least three times or more per week.

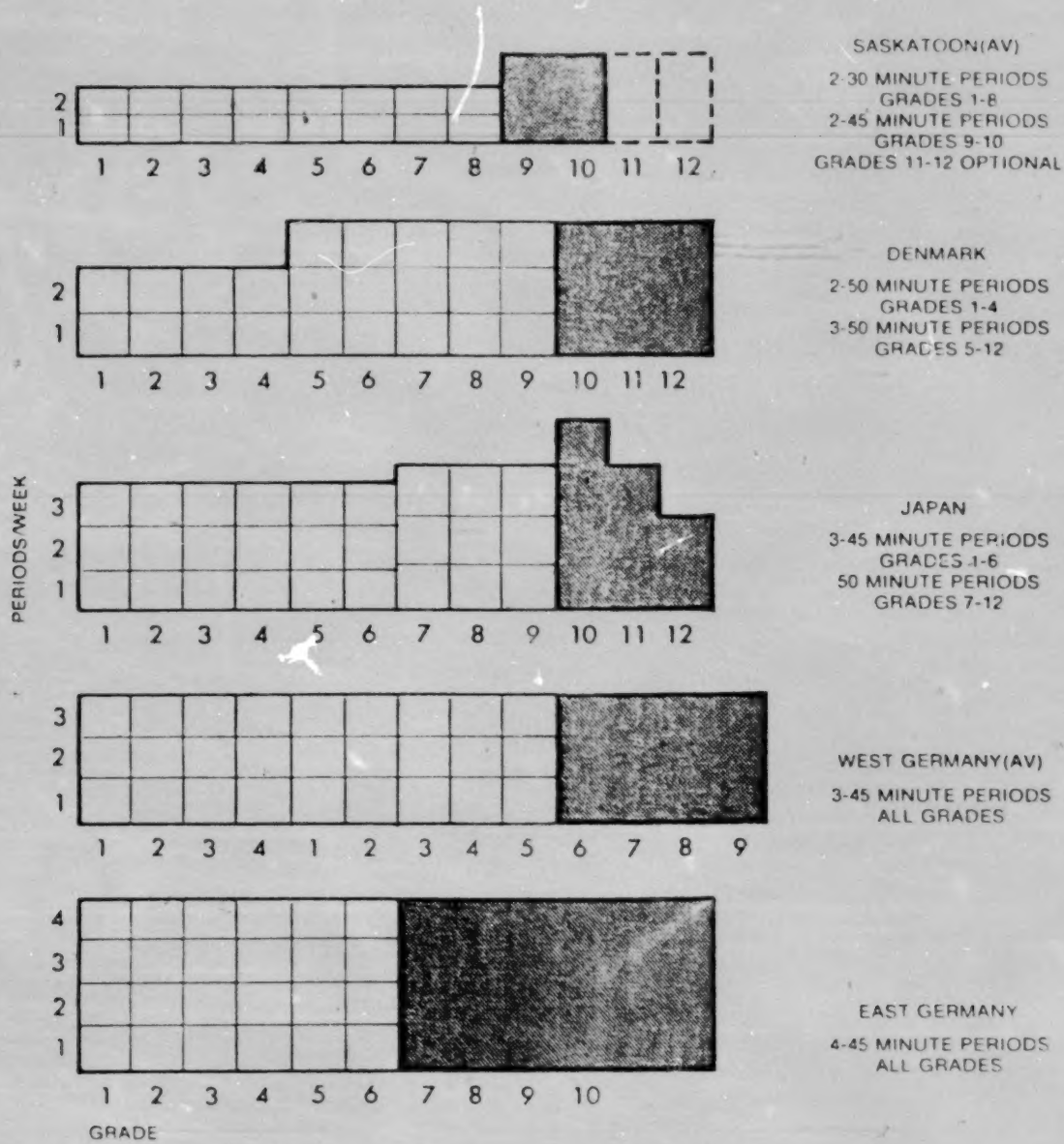
Figure 2A illustrates how far behind other countries we are in terms of hours devoted to physical education, taking Saskatoon as fairly representative of the situation in Alberta schools. Most striking in the comparison is the disparity at the elementary level, where the majority of our schools offer physical education only twice per week (see Table 7), and at the high school level, where students in grades 11 and 12 may take physical education on an option basis only.

As a consequence of the support obtained in this study (and elsewhere), coupled with the belief of practitioners in the field that daily physical education, particularly if it incorporates a well-planned aerobic component, is important to the physical well-being of the youths of our provinces, we recommend:

that the Department of Education and local school jurisdictions take the necessary steps to institute the provision of daily physical education at all grade levels, K through 12.

Figure 2A

COMPARATIVE HOURS DEVOTED TO PHYSICAL EDUCATION IN VARIOUS COUNTRIES



SOURCE: Bailey, D.A., "Exercise, Fitness and Physical Education for the Growing Child," Proceedings of the National Conference on Fitness and Health, Ottawa, (Dec., 1972), p. 19.

Table 9 provides data which reveals the length of each class period in physical education. Fewer than 10 per cent of the students sampled receive a class period which is shorter than 35 minutes in duration. The most common period is 36 to 45 minutes in duration (45.1 per cent) followed by class periods of 56 or more minutes (35.9 per cent). Once again it must be noted that the semester system probably accounts for the bulk of the long periods. In view of the need for class organization time, change time and shower time, we recommend:

> *that the duration of the physical education class period be increased to provide for a minimum of 30 minutes of actual instruction exclusive of changing and/or showering at the elementary level, and further, that the allocation be increased to one hour daily in all grades at the secondary level.*

TABLE 9

SUMMARY OF RESPONSES INDICATING LENGTH OF EACH CLASS PERIOD

QUESTION ASKED

Secondary: About how long is each class period? (mark the closest time).

RESPONSE	Secondary
25 minutes or less	1.3%
25-35 minutes	9.6%
36-45 minutes	45.1%
46-55 minutes	7.0%
56 or more minutes	35.9%
No response	1.1%
	N = 1631

Associated with the question of timetable provision for physical education classes is the matter of occasional cancellations. Since the gymnasium is often used as a school assembly area (daytime or evenings), it is expected that cancellation of physical education classes will sometimes occur on that account. Numerous special school activities also require that gymnasium classes be cancelled, sometimes for extended periods of two or more days at a time. This is especially true in many facilities which, with the inclusion of a stage, serve as either a gymnasium or an auditorium.

Recognizing that cancellations caused on the basis of the above reasons are expected (although not desired) in the normal course of the school program, this survey attempted to ascertain the frequency of cancellations as a form of punishment. Table 10 indicates that, in the case of the elementary students who responded to the question, 33 per cent of them had their classes cancelled for this reason. In the case of 7.3 per cent of the students, the classes were cancelled often. Only 29.5 per cent of the respondents indicated that their physical education classes were never cancelled as a form of punishment. This technique for gaining student cooperation may or may not be effective but psychologically speaking the effect is to link physical education and activity with punishment or negative reinforcement. Advocates of behavior modification would certainly be concerned about this type of linkage and most assuredly professionals in the field of physical education unalterably oppose it. And one parent commented:

> " No child should miss out on a physical education class because he hasn't finished his math. or spelling This I consider a problem in the school my children attend."

Therefore it is strongly suggested:

that teachers and school administrators make every effort to curtail the practice of cancelling physical education classes as a form of punishment (and, as far as possible, for any other reason.)

TABLE 10

SUMMARY OF RESPONSES FROM ELEMENTARY GRADES INDICATING WHETHER PHYSICAL EDUCATION CLASSES ARE EVER CANCELLED AS A FORM OF PUNISHMENT

QUESTION ASKED

Elementary: Are physical education classes ever cancelled as a form of punishment?

RESPONSE	Elementary
Often	7.3%
Once in a while	33.0%
Seldom	28.8%
Never	29.6%
No response	1.4%
	N = 1387

3. Justification for Physical Education (Objectives)

The debate with respect to the reasons why physical education should be included in the school program has been engaged in continuously since its designation as a required subject. Throughout the years different objectives have been emphasized at different times. Most notably, the fitness objective has always been stressed most stongly during times of national emergencies, e.g. during and immediately following World War II when so many young men were rejected as physically unfit for military service.

It is interesting to note, that, despite the fact that the nation is not currently involved to any great degree in military preparation, both parents and secondary students ranked fitness as the primary reason for taking physical education (Table 11). This, however, seems to be consistent with the present nation-wide concern for the physical health and welfare of the population as a whole.

Two hundred and forty one (241) parents stressed, in their written comments, the need for a sound physical education program which would develop the health and physical fitness of their children. Some of these comments were as follows:

> "Male students aware of the importance of healthy bodies and the need for keeping fit."
>
> "Physical health is tied to mental health -- children should realize this."

In view of our mechanistically oriented life style which produces a reduction in human physical activity, the recent stress on health

and fitness at the levels of government, the continued concern of the professionals in the field of medicine and physical education, the belief on the part of parents and students that the development of physical fitness is the number one objective of physical education, it is recommended:

that greater emphasis be placed on fitness programs and knowledge of fitness (at the secondary level) in the schools of Alberta, and

that fitness activities receive greater emphasis in the physical education program at all levels so that students will regularly be involved in vigorous activity.

TABLE 11

SUMMARY OF RESPONSES INDICATING THE MOST IMPORTANT REASONS FOR TAKING PHYSICAL EDUCATION

QUESTIONS ASKED

Parents: What do you think are the most important reasons for taking physical education?

Secondary: What do you think are the most important reasons for taking physical education?

RESPONSE	Parents Weighted Rank	% *	Secondary Weighted Rank	% *
Social value (learning to cooperate, to work together)	2	20.4%	2	18.6%
Physical fitness value	1	69.1%	1	35.8%
Developing knowledge and understanding	3	5.8%	4	10.7%
Learning game, exercise, and sports skills	4	5.3%	5	17.3%
	N = 1694		N = 1631	

* Indicates the percentage of individuals who ranked the respective response as most important.

Responses were ranked from 1 (most important) to 5 (least important.)

Both groups appear to recognize the social value of physical education, placing this objective in the second-most important rank. Third-ranked for secondary students is the objective of learning games, exercise and sports skills. Finally, and this is somewhat paradoxical in that so many teachers espouse the value of so-called "life time" sports (to the exclusion of traditional activities), the last-ranked item deals with the learning of activities that can be done in free time now and in the future.

Table 12 is rather startling in respect to the apparent lack of explanation as to why students should participate in physical activity. This appears to be particularly so at the elementary grades, the age levels at which youngsters are much more impressionable and where there is the greatest chance of success in instilling a positive attitude toward physical activity. More than one-quarter of the elementary students indicated that they seldom or never learned the reason for having physical activity.

On the question of whether it is important to learn the reasons for participating in physical education, 69.1 per cent of the secondary students responded in the affirmative (Table 13), while 15.6 per cent responded "don't know." In the light of the high affirmative response to this question it is difficult to understand why 20 per cent of the same groups (secondary) did not respond to the question raised in Table 12. notwithstanding this latter comment, it is recommende:

that teachers include, as a part of each instructional activity unit and/or class lesson, a section dealing with reasons why physical activity is desirable.

TABLE 12

SUMMARY OF RESPONSES INDICATING WHETHER STUDENTS LEARN THE REASONS FOR PARTICIPATING IN PHYSICAL ACTIVITY

QUESTIONS ASKED

Elementary: In physical education do you learn why you should have physical activity?

Secondary: In physical education do you learn the reasons for participating in physical activity?

RESPONSE	Elementary	Secondary
Always	14.6%	11.9%
Frequently	20.4%	28.9%
Occasionally (once in a while)	38.9%	39.3%
Seldom	15.7%	0
Never	9.8%	0
No response	0.7%	20.0%
	N = 1387	N = 1631

TABLE 13

SUMMARY OF RESPONSES INDICATING WHETHER THE STUDENTS FEEL IT IS IMPORTANT TO LEARN THE REASONS FOR PARTICIPATING IN PHYSICAL ACTIVITY

QUESTION ASKED

Secondary: Do you think it is important to learn the reasons for participating in physical activity?

RESPONSE	Secondary
Yes	69.1%
No	13.3%
Don't know	15.6%
No response	2.0%
	N = 1631

The carry-over value of skills learned in physical education is an often-cited reason for including the subject in the curriculum. In an attempt to check the veracity of the claim, secondary students were asked whether the skills that they learned in physical education were used outside of school. The summary of responses in Table 14 leaves no doubt as to the validity of the claim, with 83 per cent of

TABLE 14

SUMMARY OF RESPONSES FROM SECONDARY SCHOOL STUDENTS INDICATING WHETHER THEY USE THE SKILLS LEARNED IN PHYSICAL EDUCATION OUTSIDE OF SCHOOL

QUESTION ASKED

Secondary: Do you use the skills that you learn in physical education outside of school?

RESPONSE	Secondary
Always	19.0%
Frequently	40.5%
Occasionally	32.5%
Seldom	8.7%
Never	2.9%
No response	1.4%
	N = 1631

the students indicating that they use the skills learned occasionally or more often (32.5 per cent indicate occasional use and 40.5 per cent always or frequent use). Only 2.9 per cent of the students felt that the skills were never used outside of school.

It is generally accepted by both educators and lay people that intrinsic interest in and enjoyment of an activity enhances the learning process. Tables 15 and 16 reveal that elementary and secondary students alike agree with the fitness and health component of physical education. Learning new skills was ranked in the middle for both groups of students, while social value (getting to know the other students better) was last on the weighted ranking. It is interesting to note that, for 42.6 per cent of the elementary students, "it is fun" was the statement which they considered as the most important of the five choices they had. However, the weighted first ranking given to the health and fitness value corresponds identically with the first ranking given to the same item in Table 11, leaving no doubt as to the consistency of their beliefs in this regard.

Although physical education is generally well accepted as a valuable component of the total curriculum, a number of criticisms about the program are voiced from time to time. Table 17 reveals, in weighted rank and percentage of first choices, the feelings of students with respect to the most common complaints. In terms of percentage of first choices for each statement there appears to be no clear-cut definition of the most undesirable aspect of physical education. However, the rankings reveal that the programs in the secondary schools include

TABLE 15

SUMMARY OF RESPONSES FROM ELEMENTARY SCHOOLS INDICATING WHAT THEY LIKED BEST ABOUT PHYSICAL EDUCATION

QUESTION ASKED

Elementary: What do you like best about physical education?

RESPONSE	Elementary Weighted Rank	%*
Helps improve my health	1	30.6%
Teaches me to control my body	4	8.3%
Helps me learn new skills	3	16.1%
Gives me a chance to know other students better	5	3.0%
It is fun	2	42.6%
		N = 1387

Responses were ranked from 1 (most important) to 5 (least important)

* Indicates the percentage of indivduals who ranked the respective response as most important.

TABLE 16

SUMMARY OF RESPONSES FROM SECONDARY SCHOOLS INDICATING WHAT THEY LIKED BEST ABOUT PHYSICAL EDUCATION

QUESTION ASKED

Secondary: What things do you like best about physical education?

RESPONSE	Secondary Weighted Rank	% *
Physical activities give me a chance to do well	2	21.4%
Physical education helps me with new skills	3	40.3%
Makes me stronger and more physically fit	1	40.3%
Gives me a chance to know other students better	5	9.0%
Activities learned in physical education are useful outside school	4	17.0%
		N = 1631

Responses were ranked from 1 (most important) to 5 (least important).

* Indicates the percentage of individuals who ranked the respective response as most important.

unpopular activites as the primary concern of students at that level, while elementary students would like to engage in more active participation during physical education classes with less talking on the part of the teachers. While there is a great deal of justifiable concern for the less-skilled performer who is always chosen last on a team, the elementary students themselves do not consider this aspect of physical education as important as some might believe. Similarily and particularly in contrast with the many parent complaints and avowals by teachers that "it's too much of a hassle," compulsory showers and changing into uniforms do not appear to be particularly a matter of concern for students at the secondary level. On the issue of showers, it can be seen in Table 17 that there is a greater degree of support for compulsory showers than is currently the actual practice. Hence, we recommend:

> *that teachers instill desirable habits of health and hygiene by suitably explaining and subsequently requiring a change of clothing appropriate to the activity at hand, as well as showering at the end of a vigorous activity period.*

TABLE 17

SUMMARY OF RESPONSES INDICATING THE ITEM LEAST LIKED ABOUT PHYSICAL EDUCATION

QUESTIONS ASKED

Elementary: What things do you like least about physical education?

Secondary; What things do you like least about physical education?

RESPONSE	Elementary Weighted Rank	Elementary % *	Secondary Weighted Rank	Secondary % *
I have to do activities I dont don't like	4	25.6%	1	28.4%
There is too much demonstration and not enough playing; teachers talk too much	1	23.1%	2	20.0%
No opportunity (chance) to try new skills or movements on my own	2	9.5%	3	18.1%
The teacher doesn't tell us why we are doing the activities	3	8.0%	-	-
I'm always one of the last players picked for a team	5	11.7%	-	-
Compulsory showers	-	-	4	20.0%
Changing into gym clothes in front of others	-	-	5	18.1%
		N = 1387		N = 1694

Responses were ranked from 1 (the thing you dislike the most) to 5 (the things you dislike the least).

* Indicates the percentage of individuals who ranked the respective responses as the one most disliked.

4. Assessment of Students in Physical Education

In all learning activities, the most important component of the student's grade is considered as the amount of progress made in the mastery of the activity at hand. To this extent, Tables 18 and 19 show agreement in both principle and practice on the part of the students, as well as agreement in principle on the part of the parents, that personal improvement is the most important factor in grading. Similarly, there is agreement in principle (Table 19) that physical fitness should be the second most important factor in grading.

On the question of skills testing, the perception of students relative to current practice is fairly close to the mark. The secondary program in physical education is characterized by a relatively high degree of emphasis on skills and concept development. Thus, it is interesting to note in Table 19, that students rank skill tests last among the five factors while parents rank it second last. This leaves the teacher in somewhat of a dilemma since evidence of achievement in skills and knowledge must necessarily be considered in judging whether there has been any personal improvement, and if so, how much. Accordingly, it might be wise, as advanced by some physical educators, to depart from the current practice of assigning letter or numerical grades and to move toward the reporting of student progress and/or achievement on a simple "pass/fail" or "satisfactory/unsatisfactory" basis.

Parents also expressed concerns with regard to evaluation procedures in physical education. Some of these provide an insight into the problem areas.

TABLE 18

PERSONAL OPINION OF SECONDARY SCHOOL STUDENTS ON HOW THEY RECEIVE THEIR PHYSICAL EDUCATION GRADES

QUESTION ASKED

Secondary: On your present report cards which of these points are considered to be most important and which least important in making up the grades you receive?

RESPONSE	Secondary Weighted Rank	% *
Attendance record	4	15.9%
Score on skilled test	2	17.2%
Score on written test	5	15.1%
Personal improvement	1	27.0%
Physical fitness level	3	23.0%
		N = 1631

Responses were ranked from 1 (most important) to 5 (least important).

* Indicates the percentage of individuals who ranked the respective response as most important.

TABLE 19

SUMMARY OF RESPONSES INDICATING WHAT SHOULD BE CONSIDERED IN GIVING A GRADE IN PHYSICAL EDUCATION

QUESTIONS ASKED

Parents: When your child is given a grade in physical education several things are considered. Would you please rank the following factors in order of 1 (most important) to 5 (least important).

Secondary: If you were to be given a grade in physical education based on five points listed below which do you feel should be considered most? Least? Please rank them from 1 (most important) to 5 (least important).

FACTORS	Parents Weighted Rank	% *	Secondary Weighted Rank	% *
Attendance record	3	23.4%	3	12.0%
Score on skill test	4	6.7%	5	12.0%
Score on written test	5	1.3%	4	6.1%
Personal improvement	1	48.1%	1	49.4%
Physical fitness level	2	24.9%	2	20.1%
		N = 1694		N = 1631

* Indicates the percentage of individuals who ranked the respective factors as most important.

"I don't agree with grading students in physical education and would prefer a comment of the student's physical fitness in the report card."

"A mark for standing on your head should NOT be included in a student's overall average."

"Phys. ed. marks should be eliminated or certainly not put on comparable terms with scholastic subjects. Not enough recognition for 'effort' by students who are not particularly athletic but still give their utmost."

"Children should not be marked on skill but on their participation."

"Too much emphasis on written exams, more should be on individual improvement and ability."

"I do not believe a child should be graded on ability but understanding of skill and attendance. They know from day to day who has the greater ability."

"Special care should be taken in how the student is marked -- emphasis should be on participation and enthusiasm -- not all people have the God-given talent to excel in athletics."

In view of the repeated concern on the part of parents and students with regard to current assessment or evaluation procedures used in physical education, we recommend:

that the Department of Education or the provincial supervisors of physical education strike an ad hoc committee to study and recommend a suitable format to be used in assigning grades and/or assessing progress in physical education.

5. Attitudes Toward Use of Showers and Required Physical Education Uniforms

In a manner fairly consistent with current School Buildings Board (Department of Education) regulations, the data in Table 20 reveals a

general lack of shower facilities in elementary schools, while the majority of secondary schools are equipped with showers.

On the question of current practice (where showers are present) with respect to showering, the 30 minutes period of physical education at the elementary level effectively precludes the feasibility of such a requirement. This is so in spite of the fact that over 85 per cent of the parents responding to the questionnaire believe that all students should shower after a vigorous physical education class (Table 22).

A rather startling revelation is the information that 59.7 per cent of the respondent secondary group never have to shower after physical education, even though most schools have showers and in spite of the fact that in the case of 88 per cent of the responses summarized in Table 9, the class periods exceed 35 minutes duration. Thus time limits are seldom significant in this problem area. Conversely, 47.6 per cent of the elementary students and 45.9 per cent of the secondary students feel that showering after class should be required (Table 22). Equally disconcerting is the fact that over one quarter of the students in each group are "not sure" on the question. This may well be an indication that teachers of physical education are failing to pay attention to the reinforcement of desirable habits of health and hygiene.

With due concern for good hygiene and health habits and supported by the concerns of the parents as well as the students themselves, we strongly recommend:

TABLE 20

SUMMARY OF RESPONSES INDICATING PRESENCE OF SHOWERS IN SCHOOLS

QUESTIONS ASKED

Elementary: Are there showers in your school?

Secondary: Are there showers in your school?

RESPONSE	Elementary	Secondary
Yes	21.1%	83.5%
No	77.5%	13.5%
No response	1.4%	3.0%
	N = 1387	N = 1631

TABLE 21

SUMMARY OF RESPONSES INDICATING WHETHER SHOWERS ARE USED

QUESTIONS ASKED

Elementary: If yes, do you have to shower after physical education class?

Secondary: Are you required to shower after physical education?

RESPONSE	Elementary	Secondary
Always	2.3%	10.4%
Frequently	1.4%	5.7%
Once in a while (occasionally)	2.8%	7.8%
Seldom	2.7%	9.2%
Never	35.8%	59.7%
No response	54.9%	7.2%
	N = 1387	N = 1631

TABLE 22

SUMMARY OF RESPONSES INDICATING WHETHER SHOWERS ARE NECESSARY

QUESTIONS ASKED

Parents: Should students have to shower after a vigorous physical education class?

Elementary: Do you think students should have to shower after physical education?

Secondary: Do you think students should be required to shower after physical education classes?

RESPONSES	Parents	Elementary	Secondary
Boys should	86.9%		
Boys should not	13.1%		
Girls should	85.3%		
Girls should not	14.4%		
Yes		47.6%	45.9%
No		22.6%	23.9%
Not sure		28.3%	27.8%
No response		1.4%	2.4%
	N = 1694	N = 1387	N = 1631

i. *that the Department of Education consider the upgrading of existing elementary schools by installing changing and shower facilities;*

ii. *that the class period be lengthened to allow for a sufficient activity period as well as time for changing and showering, and*

iii. *that teachers, at the secondary level in particular, re-emphasize the importance of desirable habits of cleanliness and general physical hygiene.*

Turning to the question of physical education uniforms, Table 23 summarizes a fairly predictable set of responses to the question of current patterns of gymnasium dress requirements. At the elementary level, where the class period is so short and where changing facilities are not provided in conjunction with the gymnasium, only 28.5 per cent of the students are required to wear gym uniforms. Somewhat surprising is the information that 27.3 per cent of the secondary students don't have a uniform requirement. However, it is possible that, instead of standard uniform, the students are simply required to change into clothing which is suitable for the activity at hand.

Tables 24 and 25 summarize the responses of all three groups on the question of the desirability of a standard uniform requirement. For obvious reasons (indicated above) the majority of the elementary students are not in favour of compulsory gym wear. Parents and secondary students, on the other hand, are decidedly in favour of physical education uniforms, no doubt on the basis of preserving the longevity of regular school clothing. However, secondary students show a strong preference for the freedom to change into shorts and T-shirts of their own selection.

One parent's comment also gives perspective to this problem:

> "Too much emphasis put on dress -- some families just can't afford the fancy gym clothes -- an expensive gym suit isn't going to make a child work-out any better than a T-shirt and cut-offs."

In view of these responses and the strong social tendency away from regimentation we offer the pragmatic recommendation:

that teachers and school authorities, in spite of the desirability of standard uniforms from their point of view, consider reducing the physical education uniform requirement to a change of clothing appropriate for the activity being taught.

TABLE 23

SUMMARY OF RESPONSES INDICATING SCHOOL USAGE PATTERNS OF GYM WEAR

QUESTIONS ASKED

Elementary: In your physical education class do you have to wear T-shirts, shorts, running shoes and socks?

Secondary: In your school physical education classes are uniforms (standard T-shirts, shorts, runners and socks) required?

RESPONSE	Elementary	Secondary
Yes	25.8%	70.4%
No	73.7%	27.3%
No response	0.5%	2.3%
	N = 1387	N = 1631

TABLE 24

SUMMARY OF RESPONSES INDICATING WHETHER PHYSICAL EDUCATION UNIFORMS SHOULD BE WORN

QUESTIONS ASKED

Parents: Should physical education uniforms (T-shirts, shorts, runners and socks) be compulsory in the gymnasium?

Elementary: Students should have to wear shorts, T-shirts, runners, and socks in physical education.

RESPONSE	Parents	Elementary
Yes	61.8%	48.8%
No	26.2%	51.2%
I don't know	5.4%	-
I don't care	6.4%	-
No response	0.1%	-
	N = 1694	N = 1387

TABLE 25

SUMMARY OF RESPONSES FROM SECONDARY SCHOOLS ON USE OF SCHOOL PHYSICAL EDUCATION UNIFORMS

QUESTION ASKED

Secondary: How do you feel about physical education uniforms?

RESPONSE	Secondary
Everyone should be required to wear the same type of uniform	20.7%
Students should be able to wear their own types of shorts and T-shirts	65.3%
Regular school clothes should be acceptable	11.5%
No response	2.5%
	N = 1631

V. SUMMARY OF FINDINGS AND RECOMMENDATIONS: STUDENT ATTITUDES TOWARD PHYSICAL EDUCATION

1. Elementary Students

A series of nineteen attitude statements, designed to assess the elementary school student's feelings about physical education, were administered to the sample. These were originally scaled over six points ranging from strongly disagree to strongly agree but for purposes of this report they have been compressed into two categories: poor attitude and good attitude. The responses of the boys and girls was so similar that it was decided, for purposes of parsimony, to compress the scores into one single group. Table 26 and Figure 3 indicate that overall the attitude toward physical education among elementary school children (grades 4, 5, and 6) is good, with 72.5 per cent responding in the positive categories. Given this strong positive attitude it is still important that several key statements be noted with regard to the response pattern.

In responding to the statement that students should be able to choose or select activities in physical education there was a great deal of ambivalence. At this age students seem not to be sure that choice of activity should be available to them. What is more important is that the activity be enjoyable or fun (see Table 15). In this respect, 81 per cent felt that if it were necessary to take some subjects out of the school program that physical education should not be one of those removed. Coupled with these feelings, 81.7 per cent of the students indicated that they "felt great" after a very active physical education period. If we are to change life styles of Canadians with

regard to participation in health-enhancing physical activity, then providing youngsters of this age with peak social, physical and emotional experiences is very important. Unfortunately, what actually happens in elementary school programs as compared with what is set out in the curriculum guide leaves much to be desired, at least from the parents' perspective.

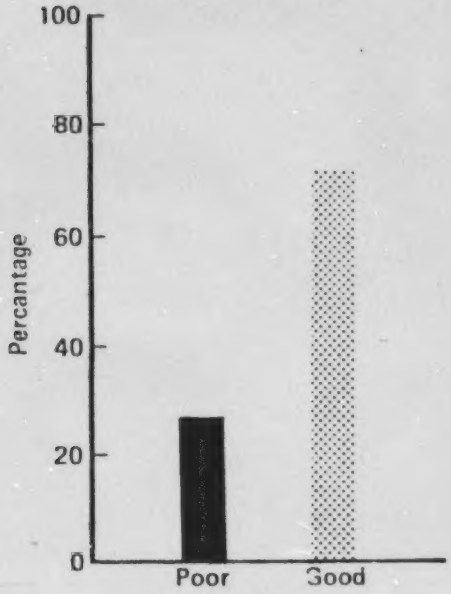
> "Laps, laps, laps, running around the school yard turns a lot of students off physical education. Other exercises and forms of vigorous games I'm sure would bring good results and be far more interesting."
>
> "Physical education is taught by poorly trained teachers in inadequate facilities."

TABLE 26

ELEMENTARY OVERALL ATTITUDE RESPONSE

Statement	Expressed Student Attitude	
	Poor	Good
2	18.4%	81.0%
3	13.1%	86.2%
4	10.7%	87.7%
5	6.5%	92.8%
6	22.5%	76.6%
7	15.1%	83.6%
8	48.5%	50.2%
9	33.8%	65.1%
10	17.7%	81.7%
11	23.5%	75.7%
12	52.6%	46.5%
13	50.8%	48.5%
14	16.2%	82.7%
15	39.3%	59.3%
16	31.7%	66.9%
17	18.7%	80.1%
18	24.2%	74.8%
19	32.7%	66.8%
20	41.3%	59.3%
Average	27.5%	72.5%
N = 1387		

Figure 3.
Overall Attitude of Elementary Students
Toward Physical Education



> "The physical education specialists teachers and the best facilities are at the wrong end of the totem pole, i.e., at the senior high and up level instead of where it really counts -- at the kindergarten and elementary levels."

There were three general comments on elementary school physical education which came through clearly with regard to aspects of the physical education program that need to be changed. These were the importance of:

a) reducing the stress on competition, excellence, winning;

b) treating the children as individuals each with their own needs and stop giving so much attention to the "gifted" few; and

c) providing competent and qualified teachers of physical education for our elementary school physical education programs.

These three points are given credence by the expressions of concern by the parents who were sufficiently interested to write the comments found in Appendix F.

The following recommendations were believed to be important based upon a number of factors. First, the expression of concern and interest among the parents with regard to the need for quality physical education programs. Second, the recommendations made by the Canadian and Alberta Medical Associations that quality daily physical education classes be offered in our schools. Third, the findings and recommendations of the Canadian Association for Health, Physical Education and Recreation study on elementary school physical education which stressed the need for an upgrading of the program's quality and time allotment. And fourth, the repeated recommendations found in the federal government document, A New Perspective on the Health of Canadians, that more be done through school physical education programs to promote and build health.

that the Faculties of Education and Physical Education of Alberta universities in consultation and conjunction with Alberta School Districts create summer workshops designed to provide teachers already in the field, with materials, methods and content that will enhance the elementary physical education learning environment.

that each school nominate a staff member to attend the 1977 summer workshop in physical education. This individual would then act as a resource person for the school's physical education program. Costs for participation would be borne by the School Board.

that all prospective elementary school teachers be required, as a part of their professional preparation, to take a basic content and method course in physical education.

that a significant part of this course be focussed upon growth and development characteristics of the child in the K to grade six age range.

that qualified internship coordinators and supervisors be appointed by the universities to supervise the teacher interns in their physical education classes so as to maximize the values accrued through the practicums.

that a series of manuals be created by the curriculum branch of the Department of Education designed to aid the elementary school teacher in program development and operation in such areas as movement education, aerobic exercises, outdoor pursuits, games of low organization and a conceptual approach to physical education.

Elementary students were generally undecided as to whether or not participation in physical education classes should be required within the program if students didn't want to take part: only 47.4 per cent expressed the feeling that individuals should be required to take physical education whether they wanted to or not. This closely approximates the number of students (51.5 per cent) who answered the check questions "Do you think all students have to take Physical Education?" affirmatively. Obviously, elementary aged children are much less concerned about physical education requirements than are parents (94.3 per cent affirmative) and secondary students (71.2 per cent).

This age group was also undecided as to the required use of shorts, T-shirts, runners and socks. Only 48.5 per cent expressed a favourable attitude toward this requirement.

Although generally positive about opportunities to try movement skills on their own and to be active while in class, 39.3 per cent felt that there was not enough program flexibility to allow them freedom to explore their own capabilities, 31.7 per cent expressed the feeling that they stood in lines too much, and 41.3 per cent were concerned that the teacher talked too much thereby restricting the student's opportunity to be active.

In general, elementary school students throughout the province have a positive attitude toward physical education but there was an expression of concern about:

a) the inability to have some choice in activities taken;

b) the need to wear shorts and T-shirts;

c) the compulsion of students to take physical education even though they didn't want to; and

d) the level of inactivity caused by over-long teacher instructions and standing in line.

2. Secondary Students

Part I of the "What do you think about school physical education?" questionnaire comprised thirty-nine statements and was designed to estimate student attitudes toward seven objectives of physical education classes. These objectives are as follows:

a) the development of physical fitness;

b) the development of leisure-time skills;

c) the development of motor skills;

d) the development of social skills (sportsmanship, fairplay, etc.);

e) the improvement of self-concept;

f) the development of conceptual ability; and

g) the development of a favourable attitude toward physical activity.

As with the elementary group, the response patterns by males and females to each of these areas were so similar that the data obtained on the two groups has been collapsed into one category for this report. The tables used provide the per cent frequency of response to the three positive responses and the three negative responses. These have been compressed into two categories: good and poor respectively. As a validity check, the response pattern of a completely separate second sample comprised of 881 male students in the Edmonton Public School system is also given.

a) Student Attitude Toward the Development of Physical Fitness

In recent years there has been a significant increase in press coverage relative to the fitness level of Canadians. Some of this publicity has been generated by Participation Canada (ParticipAction), Shape-up Alberta, CAHPER, and the Canadian Medical Association. In part it has also occurred because Canada has recently hosted and will soon host a series of major sports festivals. These fitness-related press releases, along with school programs which stress the fitness objective, are likely responsible, to a large extent, for the strong, positive attitude held by secondary school students toward physical fitness (Table 27 and Figure 4). What must be noted is that statement 18, "Physical education would be better if there was more activity in each class," elicited a strong and unfavourable response from both groups polled (71.2 and 69.0 per cent for the first and second order studies, respectively). This problem is captured in the following citation:

> In the gymnasium the total amount of activity is even less that during an organized hockey practice, for conditions are not as optimal as on the ice rink, that is, one teacher per 20 players on the ice rink, as compared to one teacher per 36 students in the gymnasium, and often with students who are not a highly competitive team. In a basketball period for the actual amount of whole body movement is found to be approximately 11 minutes out of a 45 minute period, while in wrestling it drops to some five minutes. The pulse rate is observed to get above 150 beats per minute for only one or two minutes during these period. It becomes evident that if movement, vigorous movement, is considered to be an important part of physical education and the teacher has only some 40 minutes per day which includes a time for change of clothes (leaving 30 minutes), then planning must take place for sufficient movement to occur. (Goode, 1976, pp. 29-30).

TABLE 27

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE PHYSICAL EDUCATION OBJECTIVE OF DEVELOPING PHYSICAL FITNESS

STATEMENT	Expressed Student Attitude	
	Poor	Good
4	26.3%	73.1%
11	6.8%	93.0%
15	25.8%	73.9%
18	71.2%	28.3%
20	15.2%	84.1%
25	17.4%	82.2%
33	13.7%	85.8%
Average N = 1631	25.3%	74.7%
McCaffery-Glassford Study N = 881 males	24.4%	75.6%

If such a limited activity level does occur in regular physical education classes, and the comments by the students would indicate a need to be aware that such might well be the case, then much more carefully developed lesson plans are required on the part of the physical educators. It is apparent that students believe and expect that physical education can improve one's fitness level, but they express a strong concern as to whether or not this is actually happening. At a time when private advertising agencies, governments and other public interest groups are attempting to draw attention to the fact that "fitness" can be improved in varying degress through vigorous activities

it seems ironic that physical educators, who are in the enviable position of working with a captive audience of active young people, are not able to meet their expectations for an active programs.

Studies by Ekblom (1969) indicate that a high level of activity during a child's formative years appears to be more beneficial to physical fitness than if high levels of activity are pursued after the major growth period. For most youngsters this spans the ages of 12 to 17 -- the secondary school years. In making the following statement, there is no intent to denigrate the importance or value of skill acquisition, but rather the intent is to STRESS THE IMPORTANCE OF DAILY VIGOROUS ACTIVITY. We therefore recommend:

> *that physical educators throughout the province ensure that every student in their charge take part in a minimum of six (6) minutes per day of vigorous activity such that the heart rate reaches the minimal training effect level (approximately 150 beats per minute) during that period.*

The appalling death rate among Canadians due to heart disease is related to our life style -- too much smoking, too much good food, too much stress and too little exercise. It is clear that parents and students alike assign to physical educators the responsibility for overcoming this lack of aerobic activities. It is time to re-emphasize this objective!

b) Student Attitude Toward the Development of Leisure-Time Skills

One of the objectives of physical education has long been the development of leisure-time skills, skills which one can pursue well into adult life. While this area has had wide acclaim it does not appear to be overly well received by the students (Table 28 and Figure 5).. Given that 36 per cent of the students responded negatively it might be advantageous to re-examine the objective from the standpoint of its execution in the program. Are the students unaware of the objective per se or is it that they see physical activities as valuable, important or useful only in the "here-and-now" sense? Are they truly not concerned about leisure-time skills? Should this objective be deleted and emphasis be placed upon individual skill development during the senior secondary physical education programs?

When asked if they would like to pursue the type of program they were currently taking during later life (statement 16) the students tended to respond in a negative manner (53.8 per cent). This could be considered as an indication of dissatisfaction with their current program of physical education or as a feeling on their part that the activities which they were presently pursuing were recognized as not being of the type that would be enjoyed by adults. However, the latter seems not to have been the case in that those activities most popular among students included golf (100 per cent positive response), bowling (99.2 per cent), archery (98.3 per cent), tennis (98.2 per cent), badminton (95.4 per cent), and swimming (95.2 per cent). All are the types of activities which can be pursued throughout life.

TABLE 28

STUDENT RESPONSES TO STATEMENT MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING LEISURE-TIME SKILL

STATEMENT	Expressed Student Attitude	
	Poor	Good
16	53.8%	45.4%
23	15.6%	84.4%
32	39.8%	59.8%
Average N = 1631	36.5%	63.5%
McCaffery-Glassford Study N = 881 Males	34.0%	66.0%

A further limitation as to any sweeping generalizations about this objective is that the responses were obtained on only three statements. The student's extremely favourable response to the activities noted in the paragraph above would indicate that there is a high level of enthusiasm among students for the leisure-oriented activities themselves, although this same high level of enthusiasm is not universally shared with regard to the stated objectives itself.

c) Student Attitude Toward the Development of Motor Skills

Skill development has been a long recognized component of physical education and the response pattern would indicate that students are generally satisfied with this element of the program (Table 29, and Figure 6). However, over 25 per cent of those responding found the learning of skills boring and perhaps teachers could re-examine their teaching methodologies, progressions and sequencing of activities by grades. Too frequently the same skills for a given activity are taught in grade 7, grade 8, grade 9, and again in grade 10. Teachers should be aware of the potential effect of a repetitive, unimaginative program of activities and build their curriculum accordingly.

TABLE 29

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING MOTOR SKILLS

STATEMENT	Expressed Student Attitude	
	Poor	Good
9	21.8%	77.6%
27	25.6%	73.8%
29	18.1%	81.6%
Average N = 1631	21.9%	78.1%
McCaffery-Glassford Study N = 881 Males	22.0%	78.0%

d) Student Attitude Toward the Development of Social Skills

The development of social skills as an objective may be interpreted as including sportsmanship, cooperation, fair play, courtesy, developing acquaintances, and other positive elements of the sport ethic considered to have carry-over value to situations other than the physical education class.

Positive responses by the two groups were 72.6 per cent and 75 per cent respectively (Table 30, and Figure 7). This is reasonably high considering the rather nebulous nature of this area. The response pattern of both groups indicated that many students did not believe that participation in physical education activities enhanced one's popularity but that such experience did provide an important avenue in learning how to fit into a group, how to belong, how to work together and to develop a better mutual understanding of other students.

e) Student Attitude Toward the Development of an Improved Self-Concept

One of the major developments in the life of anyone, child or adult, is the emergence and formation of a positive self-concept. While self-concept has its beginnings in self-awareness early in the child's life it is constantly being altered, for better or for worse, through the insight that an individual gains from the "reflected appraisal" of people with whom he comes in contact. This is particulary true for those individuals whom he respects -- his "significant others." Physical education teachers are among these "significant others" as are peer groups, particularly those who participate in activities where performance and measurable physical behavior are important. Physical education

TABLE 30

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING SOCIAL SKILLS

STATEMENT	Expressed Student Attitude	
	Poor	Good
5	44.2%	55.2%
8	14.0%	85.3%
21	25.6%	74.1%
24	18.0%	81.7%
26	31.5%	67.9%
34	29.7%	69.7%
Average N = 1631	27.4%	72.6%
McCaffery-Glassford Study N = 881 Males	25.0%	75.0%

Figure 4.
Attitude Toward
Fitness Objective

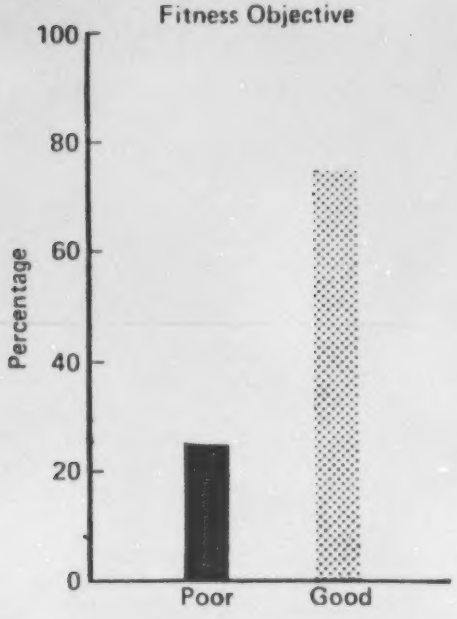


Figure 5.
Attitude Toward
Leisure Skills Objective

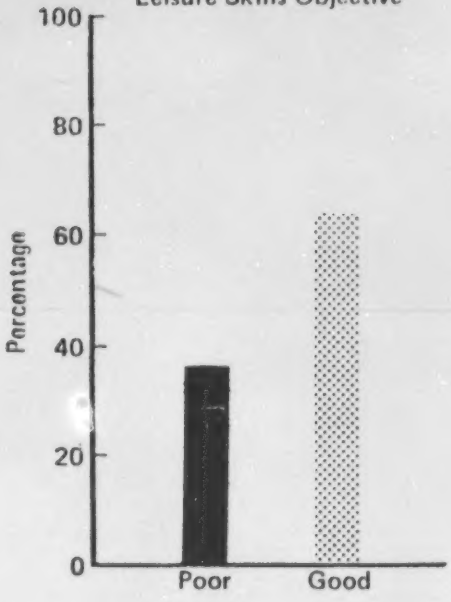


Figure 6.
Attitude Toward Development
of Motor Skills

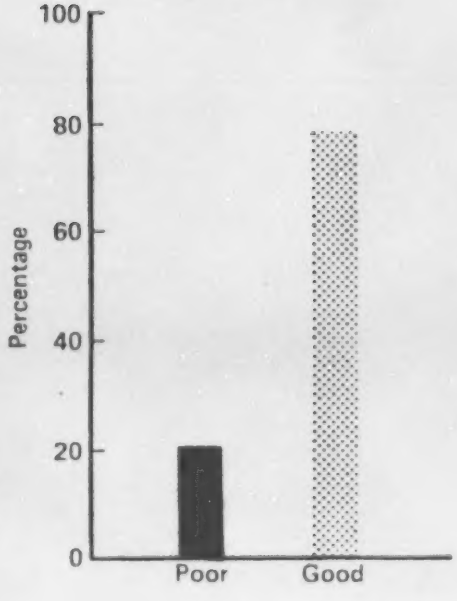
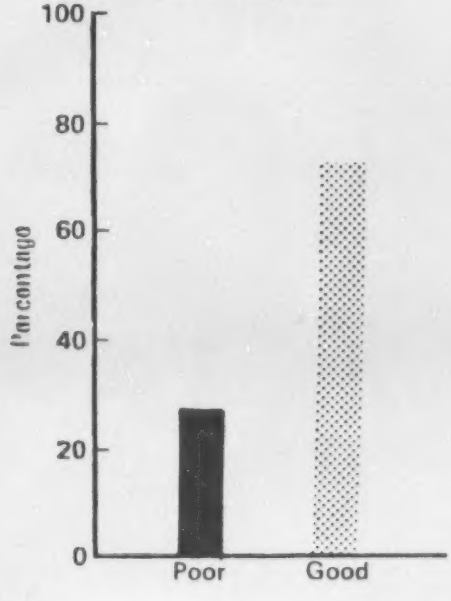


Figure 7.
Attitude Toward Social
Skills Development



classes provide an environment where a good deal of "reflected appraisal" occurs. Although the responses of the two groups were positive and reasonably substantial (62.6 per cent and 67 per cent respectively -- see Table 31 and Figure 8), there is reason for the review team to express concern. This is one area of a physical education program wherein <u>every</u> child should be able to achieve a positive sense of development. The key lies in the hands of the teacher who must actively seek out ways of strengthening each student's self-concept. It is not an easy task but it is a reasonable goal. Is a 37 per cent failure rate an acceptable standard? We think not!

The parents are not particularly happy with the achievement of this objective either. Frequently in their written responses they noted that students should be given more opportunity to achieve at <u>their</u> ability level and not be made to feel inferior by comparing their performance to that of the gifted athlete. The fat and the thin child, the inept and the cautious child all should be treated with respect and made to feel important as individuals. To quote one parent,

> "Some people just do not have a natural ability and/or predilection in this area. I think that in adolescents especially, being forced into these activities results (often) in some amount of anxiety, insecurity, and self-consciousness."

Other parents voice similar concerns.

TABLE 31

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDES TOWARD THE PHYSICAL EDUCATION OBJECTIVE OF DEVELOPING AN IMPROVED SELF CONCEPT

STATEMENT	Expressed Student Attitude	
	Poor	Good
14	31.7%	68.2%
19	63.8%	35.4%
30	43.6%	56.2%
31	9.9%	89.9%
Average N = 1631	37.9%	62.6%
McCaffery-Glassford Study N = 881 Males	33.0%	67.0%

> "If a child is not so inclined he should not be made to feel any less of a person. Some just don't have what it takes to excell, but at the same time those children should be brought to their limit. A demand of everyone's best should be made. Children with special talents in this area should be encouraged to go on."
>
> "Programs could be less competitive and more personal. If some children, because of physical ineptness, are embarrassed about taking phys. ed. - a personal program should be arranged for them which need not be carried out with the other pupils but which must be completed (personal prescriptions?)
>
> "It must be recogninzed and appreciated that all kids don't have the same capabilities - and the youngsters who likely need the phys. ed most are the very ones discouraged by this system.
> Not enough praise and encouragement for less able students."

The whole area of the development of a feeling of personal worth, of a positive yet realistic self-concept is of obvious concern to teacher and parents alike. To paraphrase one parent "What physical education should do is to teach a child to stand up straight and look as though he owns the street he is walking on and has the mortgage on the next one."

f) Student Attitude Toward the Development of Conceptual Ability

The ability to understand the why, the what as well as the how, and the opportunity to discover solutions to movement tasks are elements that have only recently been introduced in some of the physical education programs in the province. Neither group was particularly positive about this objective (55.5 per cent and 51 per cent respectively -- Table 32 and Figure 9), but this might well be due to the

recent introduction of this approach. If the physical education teacher believes that students should have the opportunity to discover their own solutions to physical tasks, to learn to think and not merely respond to commands, then they must be prepared to overcome some resistance on the part of the students. They will have to invest a good deal of time in re-evaluating their teaching techniques, their course content and their personal approach to classes. In order to expedite the development of a full understanding of this method of teaching physical education we recommend:

> *that workshops and clinics featuring the conceptual approach of teaching physical education be organized and offered by experts at the three universities and that the school boards subsidize the attendance of interested teachers at such clinics.*

The conceptual approach to physical education is gaining impetus in this province and a great deal of planning will be required to maximize the chances of its success if it is to be pursued as a viable alternative to the present "lock step" and activity based approach.

TABLE 32

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING CONCEPTUAL ABILITY

STATEMENT	Expressed Student Attitude	
	Poor	Good
33	45.2%	54.2%
7	50.3%	49.2%
13	36.2%	63.5%
36	45.3%	53.8%
Average N = 1631	44.5%	55.5%
McCaffery-Glassford Study N = 881 Males	49.0%	51.0%

g) Student Attitude Toward the Development of a Favourable Attitude Toward Physical Activity

In general the students surveyed have a positive feeling toward physical education and physical activity (Table 33 and Figure 10). Over 83 per cent would not want to see physical education dropped from the school program if, for some reason, some subjects had to be removed from the school curriculum. They feel strongly that physical education makes the total school program more attractive and three-quarters feel that it should be retained as a credit course. Despite the weaknesses in the program already noted, over 76 per cent look forward to their class with enthusiasm and see it as a pleasant and valuable break in the school day.

The attitudes of the parents, too, were reflective of a strongly supportive populous. The following comment captures the feeling of support, concern and positive suggestion that typified many of their responses.

> "Gives all students a start and many students a lasting interest in their own physical fitness, and in the team sports they participate in. I believe time should be alloted to introduce students to individual sports that are adaptable to family weekend gatherings and to students visiting a friend. Sportsmanship must become the predominant theme of P.E., in place of the "dog eat dog competition" so prevalent now and which the aggressive majority of students promote so successfully. I believe that if sportsmanship were to become the overriding objective of instructors, and if this theme was supported by vigorous instruction and positive reinforcement, there would be a very favourable change in the student's attitude and behavior on the playing field over a period of time."

TABLE 33

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING A FAVOURABLE ATTITUDE TOWARD PHYSICAL ACTIVITY

STATEMENT	Expressed Student Attitude	
	Poor	Good
1	16.5%	83.1%
2	27.3%	72.1%
6	23.1%	76.6%
10	20.6%	79.2%
12	14.8%	84.9%
17	17.8%	81.7%
22	24.2%	75.6%
28	18.3%	81.3%
35	7.9%	91.7%
37	26.1%	73.3%
38	16.6%	82.8%
39	24.3%	65.4%
Average N = 1631	20.7%	79.3%
McCaffery-Glassford Study N = 881 Males	22.0%	78.0%

Figure 8.
Attitude Toward Development of Self-Concept

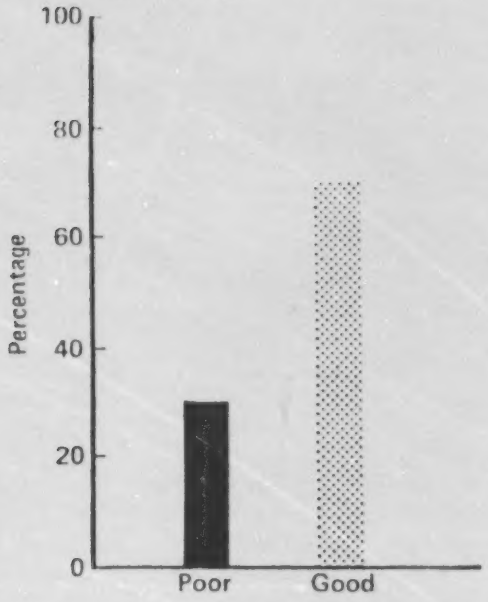


Figure 9.
Attitude Toward Development of Conceptualizing Ability

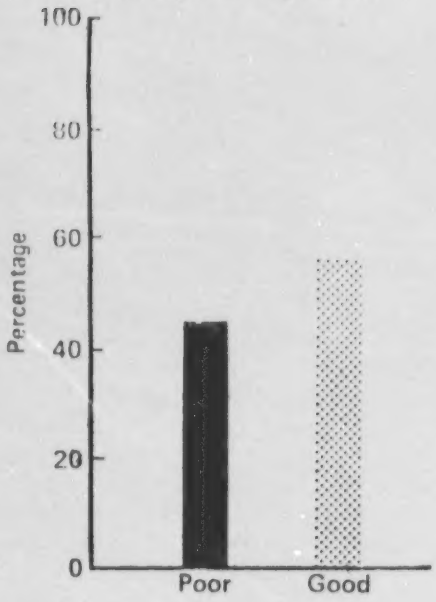


Figure 10.
Attitude Toward Physical Activities (General)

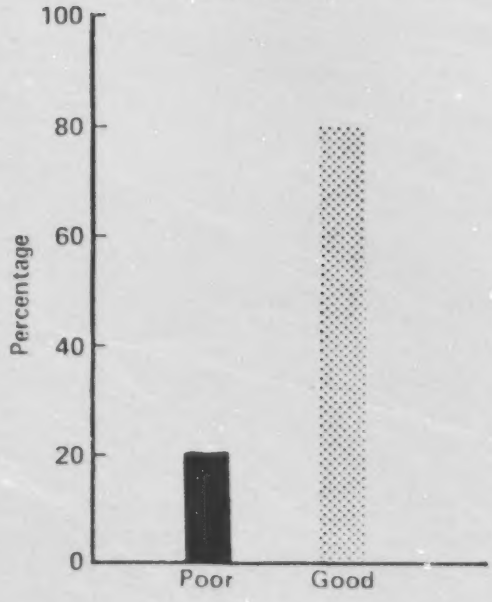
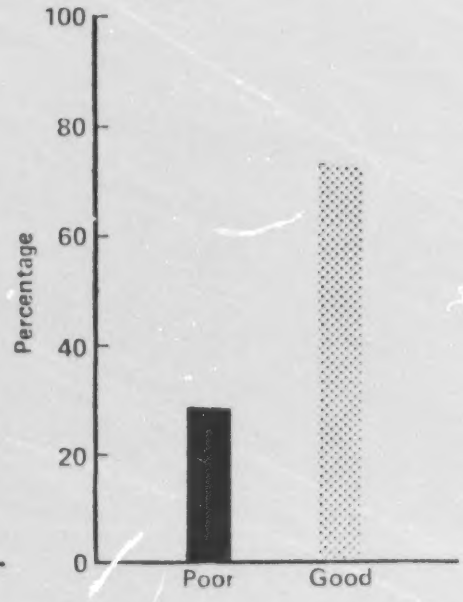


Figure 11.
Overall Attitude of Secondary Students



The validity of the data cited here has been established by comparing the responses of two separate and large samples of students. As may be observed be examining Table 33, the results obtained are extremely close in magnitude. While it is encouraging to note that there is a generally favourable attitude toward physical activity, it must also be recognized that physical educators can expect almost one student in every four to hold a poor attitude toward compulsory physical education. This represents a substantial challenge if the teachers wish to maximize the personal gains that can accrue through a well-planned and properly executed program of physical education.

VI. LEVEL OF PHYSICAL EDUCATION TEACHERS' JOB SATISFACTION AND ITS IMPACT ON STUDENT ATTITUDE

> Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievment of one's values (Locke, 1969, p. 316).

Job satisfaction could be more broadly thought of as the feelings that people have toward a series of work-related factors: recognition, responsiblity, sense of achievement, leader response, effort-reward trade-off and the content of the job or work.

Research results published to date don't clearly indicate whether job satisfaction is related to productivity or achievement or whether the level of teacher job satisfaction adversely or positively influences student achievement. As a consequence the researchers inquiring into the aspect of the physical education program, specifically, D. McCaffery and G. Glassford, elected to see whether the teachers' level of job satisfaction had any effect on the attitudes of their students toward physical education.

The teacher's scores on the teacher satisfaction scale are given in Table 34. Those teachers whose scores were within the upper quartile of scores on this scale were considered to be the most satisfied teachers and those whose scores fell within the lower quartile, the least satisfied. Students whose average score was above 3.4 on the 6 point scale of the What do You Think About Physical Education? questionnaire were considered to have a good attitude toward physical education and those whose scores fell below 3.4 a poor attitude.

A chi square analysis was used to test the significance of the differences between the number of students with good or poor attitudes toward physical education versus the numbers one would expect to find in the classrooms of the most and least satisfied physical education teachers. The results are found in Table 35.

There is a significantly greater number of students with a poor attitude toward physical education in the classes of teachers with the lowest level of job satisfaction than one would normally expect. Conversely in the classes of those teachers who had a high score on the job satisfaction scale there are fewer students with poor attitudes and more with good attitudes than one would normally expect.

One area of great concern must be that of job satisfaction if there are to be sound programs of physical education which create environments in which positive attitudes can develop among students. This area is complex and it would be foolish to imply that a simplistic answer can be found. Joint effort on the part of school board, superintendents, principals, department heads, teachers themselves, and university physical education departments will be required if progress is to be made in identifying dissatisfied teachers and the causes of the dissatisfaction. Only then can steps be taken to reduce the problems that generate feelings of concern, frustration and dissatisfaction. Failure to determine these root causes can lead to long term adverse effects for those students inadvertently involved. Therefore we recommend:

that the Department of Education undertake an examination of teachers' job satisfaction with the aim of identifying problem areas and recommending solutions where possible.

TABLE 34

TEACHER SCORES ON THE TEACHER-SATISFACTION SCALE

Teacher	Score	Rank
1	157	1
2	149	2
3	146	3
4	143	4
5	139	5
6	138	6
7	135	7
8	134	8.5
9	134	8.5
10	133	10
11	132	11.5
12	132	11.5
13	131	13
14	130	14
15	127	15
16	125	16
17	124	17
18	122	18
19	119	19.5
20	119	19.5
21	118	21
22	117	22
23	114	23
24	112	24.3
25	112	24.3
26	112	24.3
27	111	27
28	110	28
29	108	29.5
30	108	29.5
31	107	31.5
32	107	31.5
33	105	33
34	100	34
35	99	35
36	98	36
37	94	37
38	91	38
39	87	39
40	86	40
41	82	41
42	81	42
43	79	43

Range 79 to 157 = 78
Mean 116.3

TABLE 35

CHI SQUARE SUMMARY
BETWEEN THE OBSERVED AND (EXPECTED)
NUMBER OF STUDENTS WITH GOOD AND POOR ATTITUDES
TOWARD PHYSICAL EDUCATION IN CLASSES WITH
THE MOST SATISFIED OR LEAST SATISFIED TEACHERS.

		TEACHER SATISFACTION	
		Least satisfied	Most satisfied
Student Attitude Toward Physical Education	Poor attitude	40	18
		(18)	(26)
	Good attitude	164	155
		(172)	(146)

( ) Expected frequency.

Corrected Chi Square = 5.40439 with 1 degree of freedom

Computed Probability Level = .02 P .05

$N_{Teachers}$ = 20

$N_{Students}$ = 377

VII. STUDENT ATTITUDES TOWARD PHYSICAL EDUCATION ACTIVITIES

The Physical Education Student Questionnaire (see Appendix F) was designed to determine the attitude of students toward the activities taken as a part of the compulsory physical education program. The results of this survey are summarized in Tables 36 and 37. It is clear that the attitudes of students, in general, are positive toward all activities offered. Of those activities taken by 50 per cent or more of the students surveyed in each of the two samples, badminton was the best liked, followed by volleyball, basketball, and finally, fitness activities and/or gymnastics.

Many of the activites which were well received by students (golf, bowling, tennis) were found in only a few schools. Several of the activities taken by large numbers of students throughout the province received relatively low rankings and physical educators may want to look at ways of modifying these dimensions of the programs. On the other hand, although fitness producing exercises are not always "fun," they do yield an all-important physiological training effect and it may be that some reasonable level of unfavourable response should, and indeed must, be tolerated for the physical well-being of the students themselves.

TABLE 36

SUMMARY OF STUDENT ATTITUDES TOWARD PHYSICAL EDUCATION ACTIVITIES -- FIRST ORDER SAMPLE

ACTIVITY	EXPRESSED STUDENT ATTITUDE		NUMBER OF RESPONDENTS
	% POOR	% GOOD	
Golf	0.0	100.0	18
Bowling	0.8	99.2	117
Archery	1.7	98.3	113
Tennis	1.8	98.2	67
Badminton	4.6	95.2	955
Swimming	4.8	95.2	240
Softball	4.8	95.2	402
Outdoor Activites	6.8	93.2	209
Ice Hockey	7.4	92.6	209
Volleyball	7.7	92.3	1,395
Table Tennis	7.8	92.2	196
Track and Field	8.4	91.6	545
Floor Hockey	9.2	90.8	877
Football (Tough & Flag)	10.6	89.4	803
Racquet Sports	11.2	88.8	206
Basketball	11.8	88.2	1,368
Soccer	14.2	85.8	670
Team Handball	14.3	85.7	400
Wrestling	15.0	85.0	322
Field Hockey	17.2	82.3	90
Dance	19.5	80.5	513
Gymnastics	20.9	79.1	926
Fitness Activites	21.8	78.2	963
Rugby	28.3	71.7	22

TABLE 37

SUMMARY OF STUDENT ATTITUDES TOWARD PHYSICAL EDUCATION ACTIVITES -- SECOND ORDER SAMPLE

ACTIVITY	EXPRESSED STUDENT ATTITUDE		NUMBER OF RESPONDENTS
	% POOR	% GOOD	
Badminton	4.0	96.0	463
Tennis	5.0	95.0	170
Bowling	6.0	94.0	64
Outdoor Recreation	6.0	94.0	231
Golf	6.0	94.0	49
Football	8.0	92.0	408
Volleyball	9.0	91.0	672
Softball/Baseball	9.0	91.0	485
Swimming	9.0	91.0	524
Racquetball/ Squash/ Handball	9.0	91.0	86
Table Tennis	9.0	91.0	98
Floor Hockey	9.0	91.0	376
Soccer	10.0	90.0	622
Basketball	11.0	89.0	741
Ice Hockey	13.0	87.0	272
Rugby	13.0	87.0	128
Team Handball	15.0	85.0	181
Dance	16.0	84.0	471
Track and Field	18.0	82.0	706
Fitness Activities	19.0	81.0	695
Gymnastics	21.0	79.0	638
Wrestling	22.0	78.0	386
Field Hockey	22.0	78.0	119
Archery	23.0	77.0	26

VIII. RECOMMENDATIONS BASED ON GENERAL OBSERVATIONS AND DISCUSSIONS

Although the following recommendations are included for the Department's consideration it must be noted that they are not based upon supportive data obtained in a scientific manner. They result as a consequence of discussions over coffee in the various staff rooms, with colleagues, with parents, and concerned citizens. They seem to us to be important and are presented as follows:

that all physical educators reaffirm that their first responsibility is to the class program, then to the intramural program, and finally to the interschool program.

that appropriate measures be taken to clearly identify that the class program in physical education is instructional in nature and intended for all students, as opposed to the intramural program which is made available to only those who choose to participate, and as contrasted with the interschool athletic program which affords opportunity for only the very few highly-skilled student athletes to participate in a competitive program. While there is competition in all three phases of the total program, too often some of the negative criticism justifiably directed at the interschool level is confused with the class and intramural program where the emphasis is on learning and pure participation, respectively.

that programs of physical education be carefully planned to ensure balance and progression commensurate with the needs, interests, growth and development characteristics of all students.

that certification programs based on standards established by the professional body of physical educators be created and that once created, a program of certification of all teachers who teach in the area be developed.

that wherever possible the physical education program should be based upon the community-school model so as to maximize the use of personnel, equipment, and facilities.

that rural school jurisdictions be encouraged to utilize the current grant structure to provide improved physical education-recreation facilities.

that experimental programs of physical education aimed at bringing together the family unit for "fun and fitness" be developed in all areas.

that experimental programs of physical education designed to provide daily aerobic fitness development be developed for use in the regular classroom and that such programs be monitored over time to assess their possible implications for academic, self-concept, and physical development.

LIST OF RECOMMENDATIONS

1. That physical education be retained as a required subject in the school curriculum, and further, that the requirement be extended to Grades 11 and 12. (see page 15).

2. That students at the secondary level be given some opportunity for choosing the activities in which they will participate in physical education (see page 18).

3. That the Department of Education and local school jurisdictions take the necessary steps to institute the provision of daily physical education at all grade levels, K through 12 (see page 25).

4. That the duration of the physical education class period be increased to provide for a minimum of 30 minutes of actual instruction exclusive of changing and/or showering at the elementary level, and further, that the allocation be increased to one hour daily in all grades at the secondary level. (see page 27).

5. That teachers and school administrators make every effort to curtail the practice of cancelling physical education classes as a form of punishment (and, as far as possible, for any other reason.) (see page 30).

6. That greater emphasis be placed on fitness programs and knowledge of fitness (at the secondary level) in the schools of Alberta. (see page 32).

7. That fitness activities receive greater emphasis in the physical education program at all levels so that students will regularly be involved in vigorous activity. (see page 32).

8. That teachers, include, as a part of each instructional activity unit and/or class lesson, a section dealing with reasons why physical activity is desirable. (see page 35).

9. That teachers instill desirable habits of health and hygiene by suitably explaining and subsequently requiring a change of clothing appropriate to the activity at hand, as well as showering at the end of vigorous activity period. (see page 41).

10. That the Department of Education or the provincial supervisors of physical education strike an ad hoc committee to study and recommend a suitable format to be used in assigning grades and/or assessing progress in physical education. (see page 46).

11. i. That the Department of Education consider the upgrading of existing elementary schools by installing changing and shower facilities (see page 51).

ii. That the class period be lengthened to allow for a sufficient activity period as well as time for changing and showering. (see page 51).

iii. That teachers, at the secondary level in particular, re-emphasize the importance of desirable habits of cleanliness and generaly physical hygiene. (see page 51).

12. That teachers and school authorities, in spite of the desirability of standard uniforms from their point of view, consider reducing the physical education uniform requirement to a change of clothing appropriate for the activity being taught. (see page 53).

13. That the Faculties of Education and Physical Education of Alberta universities in consultation and conjunction with Alberta School Districts create summer workshops designed to provide teachers already in the field, with materials, methods and content that will enhance the elementary physical education learning environment. (see page 60).

14. That each school nominate a staff member to attend the 1977 summer workshop in physical education. This individual would then act as a resource person for the school's physical education program. Costs for participation would be borne by the School Board. (see page 60).

15. That all prospective elementary school teachers be required, a as a part of their professional preparation, to take a basic content and method course in physical education. (see page 60).

16. That a significant part of this course be focussed upon growth and development characteristics of the child in the K to grade six age range. (see page 60).

17. That qualified internship coordinators and supervisors be appointed by the universities to supervise the teacher interns in their physical education classes so as to maximize the values accrued through the practicums. (see page 61).

18. That a series of manuals be created by the curriculum branch of the Department of Education designed to aid the elementary school teacher in program development and operation in such areas as movement education, aerobic exercises, outdoor pursuits, games of low organization and a conceptual approach to physical education. (see page 61).

19. That physical educators throughout the province ensure that every student in their charge take part in a minimum of six (6) minutes per day of vigorous activity such that the heart rate reaches the minimal training effect level (approximately 150 beats per minute) during that period. (see page 66).

20. That workshops and clinics featuring the conceptual approach of teaching physical education be organized and offered by experts at the three universities and that the school boards subsidize the attendance of interested teachers at such clinics. (see page 77).

21. That the Department of Education undertake an examination of teacher's job satisfaction with the aim of identifying problem areas and recommending solutions where possible (see page 85).

22. That all physical educators reaffirm that their first responsibility is to the class program, then to the intramural program, and finally to the interschool program. (see page 91).

23. That appropriate measures be taken to clearly identify that the class program in physical education is instructional in nature and intended for all students, as opposed to the intramural program which is made available to only those who choose to participate, and as contrasted with the interschool athletic program which affords opportunity for only the very few highly-skilled student athletes to participate in a competitive program. While there is competition in all three phases of the total program, too often some of the negative criticism justifiably directed at the interschool level is confused with the class and intramural program where the emphasis is on learning and pure participation, respectively. (see page 91).

24. That programs of physical education be carefully planned to ensure balance and progression commensurate with the needs, interests, growth and developmental characteristics of all students. (see page 91).

25. That certification programs based on standards established by the professional body of physical educators be created and that once created, a program of certification of all teachers who teach in the area be developed. (see page 91)

26. That wherever possible the physical education program should be based upon the community school model so as to maximize the use of personnel, equipment, and facilities. (see page 91)

27. That rural school jurisdictions be encouraged to utilize current grant structures to provide improved physical education-recreation facilities. (see page 92).

28. That experimental programs of physical education aimed at bringing together the family unit for "fun and fitness" be developed in all areas. (see page 92).

29. That experimental programs of physical education designed to provide daily aerobic fitness development be developed for use in the regular classroom and that such programs be monitored over time to assess their possible implications for academic, self-concept, and physical development. (see page 92).

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APPENDIX A

INSTRUMENTS

GRADE 7 - 10

WHAT DO YOU THINK OF

SCHOOL PHYSICAL EDUCATION

The purpose of this questionnaire is to identify student attitudes toward compulsory physical education in Alberta schools. By finding out what each of you think about your physical education programs (the good things and the bad things) we hope that the good points can be improved and the problems reduced. In this way future physical education programs can be made more rewarding for both students and teachers.

Physical education in all cases on this paper refers to a regularly scheduled activity course that takes place during school hours. DO NOT CONFUSE intramurals, house league, interschool competition with physical education.

In Part I the following scale is used on the answer sheet for each statement. Simply mark with a pencil below the number which best tells how YOU feel about the statement. Please let your own personal experiences guide your answers. Be honest. Your answers will be confidential and will not affect your grade in any course.

EXAMPLE 1. Canadian ice hockey is the best in the world.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
-3	-2	-1	+1	+2	+3

Answer Sheet:		-3	-2	-1	+1	+2	+3
	1.	---	---	---	---	■■■	---

Please fill out the information asked for on the top of the answer sheet. The red answer sheet goes with the pink questionnaire.

PLEASE TURN PAGE AND PROCEED

PART I

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
-3	-2	-1	+1	+2	+3

Use the red answer sheet to show how you feel

1. If for any reason a few subjects have to be dropped from the school program physical education should be one of those dropped.
2. Physical education is needed for a complete education.
3. Students should be told exactly what to do in their physical education classes.
4. Fitness training is necessary only if you wish to be an athlete.
5. Participation in physical education activities helps to make you a more popular person.
6. I do not look forward to physical education classes with enthusiasm.
7. In physical education classes there should be more time to talk about what you are learning and why you are learning the different activities.
8. Belonging to a group, as we do in physical education team activities, is an important experience for a person.
9. Physical education has little to offer for the unskilled person.
10. Physical education is a pleasant break in the school day.
11. Physical education makes an important contribution toward building up your body's strength and endurance for everyday living.
12. Physical education is mainly for the physically gifted athlete.
13. I feel that physical education classes should make me think more about movement and how I move.
14. Activities in physical education give me a chance to be successful and make me feel important as a person.
15. I feel great after a physical education period of vigorous activity.
16. If I were planning a physical education program to make my spare time as an adult fun I would not make it like my present physical education class.
17. I think it is better to study other courses than to spend time in physical education classes.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
-3	-2	-1	+1	+2	+3

18. Physical education would be better if there was more activity in each class.

19. Physical education activities are embarrassing for pupils who are not skilled.

20. Activities in physical education do little to develop physical fitness.

21. Physical education helps students fit into group situations.

22. I do not like to miss a physical education period.

23. Physical education plays an important role in keeping students interested and active in out-of-school spare time activities.

24. Working together in physical education activities gives people a better understanding of each other.

25. Physical education classes should help me to be able to plan my own physical fitness programs.

26. Physical education develops good character.

27. Learning skills in physical education bores me.

28. I suppose physical education is all right but I don't care much for it.

29. I have become more skilled in physical activities because of my physical education classes.

30. Physical education teachers know each student and his problems and help wherever possible in solving these problems.

31. Physical education classes give me a feeling that there are some activities I can do.

32. If I did not participate in physical education I would not be taking part in as many free time activities as I do now.

33. As far as improving physical health is concerned, a physical education class is a waste of time.

34. Opportunities for making friends are provided more in other classes than in physical education.

35. School would be better without physical education.

36. In physical education classes there is no chance for students to try activities in their own way.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
-3	-2	-1	+1	+2	+3

37. Physical education should not be a credit course.

38. I only do physical education because I have to.

39. I get more satisfaction in doing physical education than in doing any other school work.

THIS IS THE END OF PART I

Please go on to Part II. Select the best answer for each statement and mark the answer sheet below the number.

PART II

A. In your opinion should students be required to take physical education?

1. Yes 2. No 3. Don't know

B. If yes, up to which grade level should it be required?

1. Grade 1 to 6
2. Up to Grade 8
3. Up to Grade 10
4. Up to Grade 11
5. Up to Grade 12

C. Do you believe that you should be able to choose to do physical education in every grade?

1. Yes 2. No. 3. Don't know

D. In physical education do you learn the reasons for participating in physical activity?

1. Always 2. Frequently 3. Occasionally 4. Seldom 5. Never

E. Do you think it is important to learn the reasons for participating in physical activity?

1. Yes 2. No. 3. Don't know

F. Do you use the skills that you learn in physical education outside of school?

1. Always 2. Frequently 3. Occasionally 4. Seldom 5. Never

G. Do you believe that you should have more say in deciding what activities you will learn in physical education?

1. Yes 2. Some chances to make suggestions 3. Make suggestions once in awhile 4. No 5. Don't care.

H. If you were to be given a grade in physical education based on the five points listed below which do you feel should be considered most? Least? Please rank them from 1(most important) to 5(least important).

a. Attendance record
b. Score on skill test
c. Score on written test
d. Personal improvement
e. Physical fitness level

I. On your present report cards which of these points are considered to be most important and which least important in making up the grade you receive? Rank from 1(most important) to 5(least important).

1. Attendance record
2. Score on skill test
3. Score on written test
4. Personal improvement
5. Physical fitness level

J. In your physical education classes are uniforms (standard T-shirts, shorts, runners and socks) required?

1. Yes 2. No

K. How do you feel about physical education uniforms?

1. Every one should be required to wear the same type of uniform
2. Students should be able to wear their own types of shorts and T-shirts
3. Regular school clothes should be acceptable

L. Are there showers in your school?

1. Yes 2. No

M. If yes, what type?

1. Gang showers 2. Individual shower stalls

N. Are you required to shower after physical education classes?

1. Always 2. Frequently 3. Occasionally 4. Seldom 5. Never

O. Do you think students should be required to shower after physical education classes?

1. Yes 2. No 3. Not sure

P. How often do you have physical education?

1. Once in 5 days
2. Twice in 5 days
3. 3 times in 5 days
4. 4 times in 5 days
5. Every day

Q. About how long is each class period (mark the closest time).

1. 25 minutes or less
2. 26 - 35 minutes
3. 36 - 45 minutes
4. 46 - 55 minutes
5. 56 or more minutes

R. What do you think are the reasons for taking physical education? Please rank the following from 1(most important) to 5(least important).

a. Social value (learning to cooperate, to work together)
b. Physical fitness value
c. Developing new knowledge and understanding
d. Learning game, exercise and sports skills
e. Learning activities that can be done in free time now and later in life.

S. What things do you like best about physical education? Please rank the following on a scale from 1(best) to 5(least).

a. Physical activities give me a chance to do well (succeed)
b. Physical education teachers help me with new skills
c. Helps to improve my health
d. Teaches me how to control my body
e. Activities learned in P.E. are useful outside of school
f. Makes me stronger and more physically fit
g. Gives me a chance to know other students better

T. What are the things that you like least about physical education. Please rank each of the following from 1(the thing that you dislike most) to 5(the thing which you dislike least).

a. Compulsory showers

b. I have to do activities I don't like

c. Changing into gym clothes in front of others

d. There is too much demonstration and not enough playing

e. Teachers talk too much

f. Too much history of games and not enough playing

g. No opportunity to try new movements or skills on my own

U. How often do you think you should have physical education?

1. Once in 5 days
2. Twice in 5 days
3. Three times in 5 days
4. Four times in 5 days
5. Every day

Thank you for your help with this questionnaire.

PHYSICAL EDUCATION

STUDENT QUESTIONNAIRE

The purpose of this questionnaire is to identify student attitudes toward compulsory physical education in Alberta schools, with a view to making future physical education classes as rewarding as possible for both student and teacher.

If the following "scale" appears after a question simply mark (with your pencil on the accompanying answer sheet) between the lines which correspond to the statement with which you agree most.

EXAMPLE:

10a)	Dislike Activity Extremely	Dislike Activity Moderately	Dislike Activity Slightly	Enjoy Activity Slightly	Enjoy Activity Moderately	Enjoy Activity Extremely
	-3	-2	-1	+1	+2	+3

Answer Sheet - If, for example, you agree with "Enjoy Activity Moderately" you would answer like this:

Q. 10a) -3 -2 -1 +1 +2 +3

The term "physical education" for our purposes always refers to a regularly scheduled activity class held during school hours. It does not include intramurals, house leagues, interschool competition, etc.

Please answer as honestly as you can. There are no right or wrong answers to these questions; YOUR OPINION IS RIGHT FOR YOU! Your name will not appear on your answer sheets so your marks will not be affected in any course.

PLEASE TURN PAGE AND BEGIN

1. Which of the following best describes your general feelings about your physical education classes for this school year?

Dislike Extremely	Dislike Moderately	Dislike Slightly	Enjoy Slightly	Enjoy Moderately	Enjoy Extremely
-3	-2	-1	+1	+2	+3

Please answer on the answer sheet

2. Do you consider your physical education classes so far this school year to be mostly:

i) enjoyable (but often not worthwhile)?

ii) worthwhile (but often not enjoyable)?

iii) both enjoyable and worthwhile?

iv) neither enjoyable nor worthwhile?

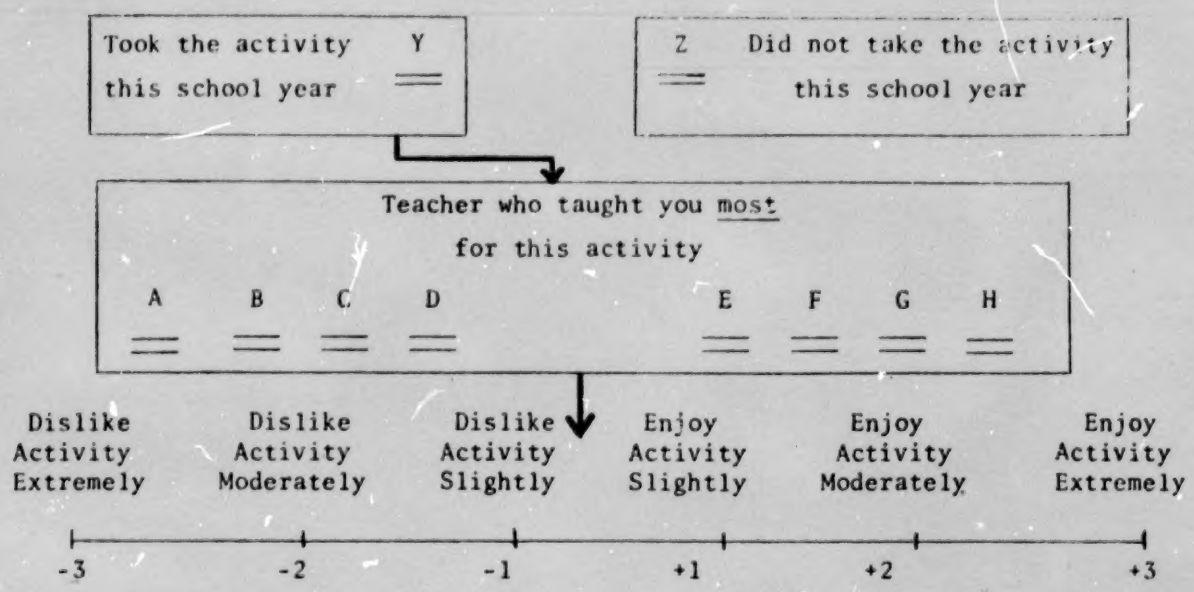
Please answer on the answer sheet.

3. For the following physical education activities,

- indicate whether or not you have taken part in them IN THIS SCHOOL, during THIS SCHOOL YEAR;
- give your opinion of each activity in which you have taken part;
- indicate by letter (A, B, C, etc.) your teacher for each particular activity you took part in. (If you had more than one teacher, indicate the teacher you had most frequently.)

EXAMPLE - DO NOT ANSWER THIS QUESTION ON THE ANSWER SHEET.

TIDDLY WINKS



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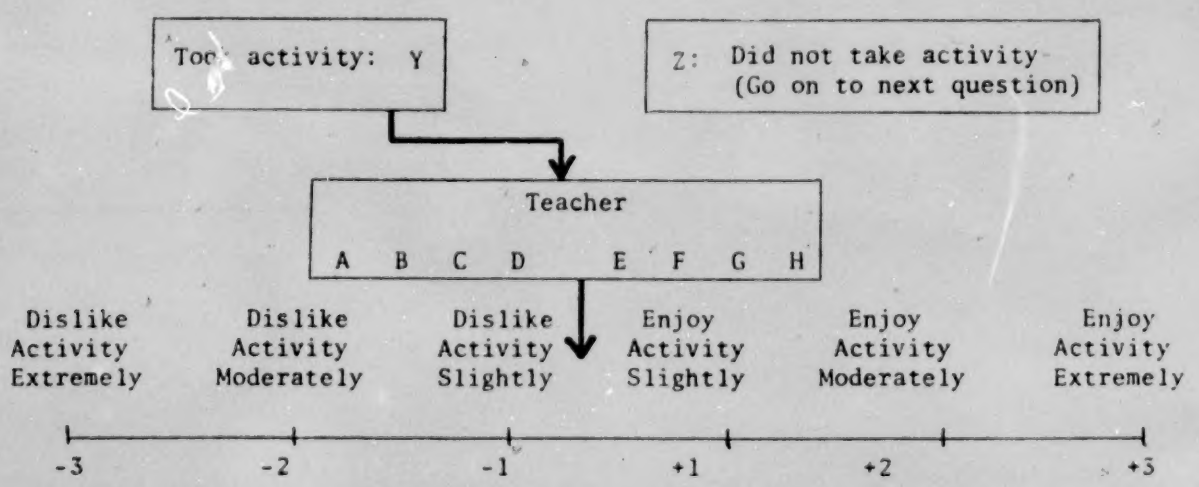
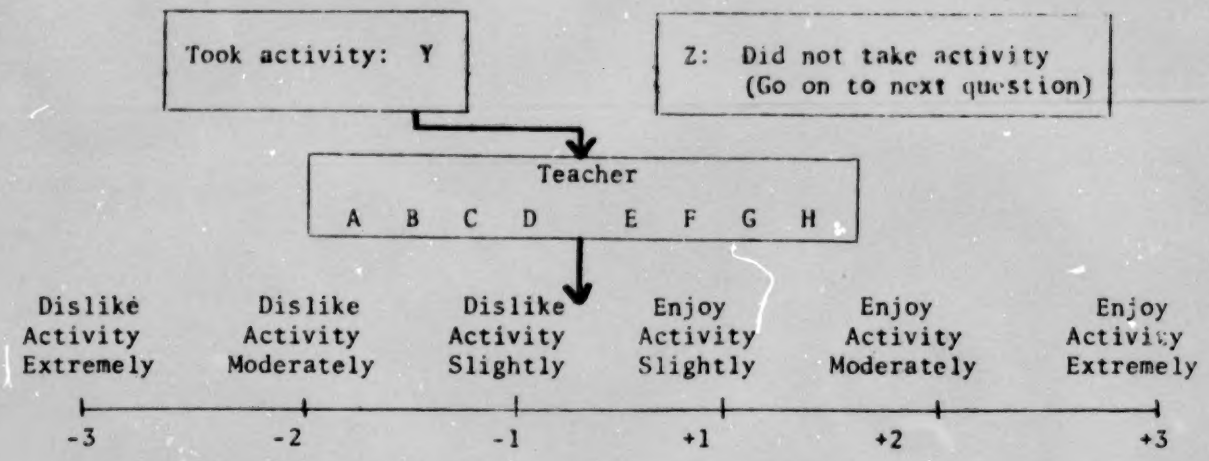
PLEASE BEGIN QUESTION 3; USE ANSWER SHEETS

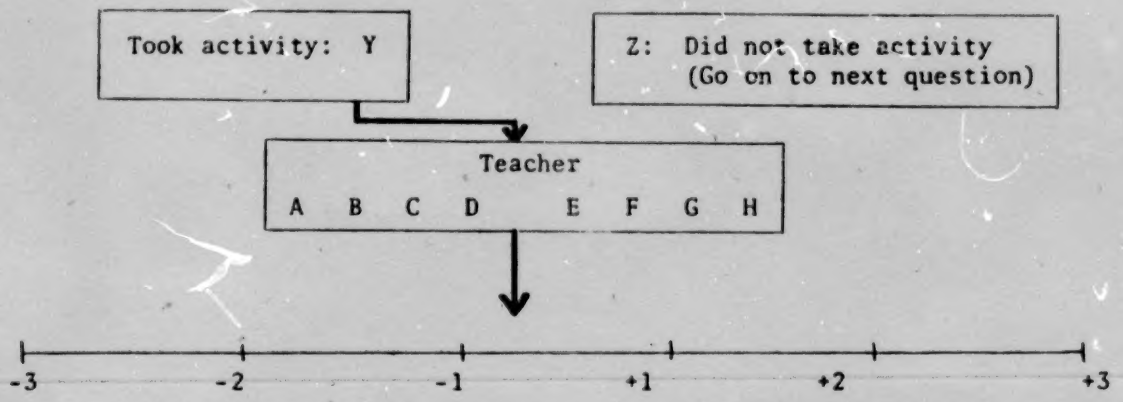
3 a) GYMNASTICS



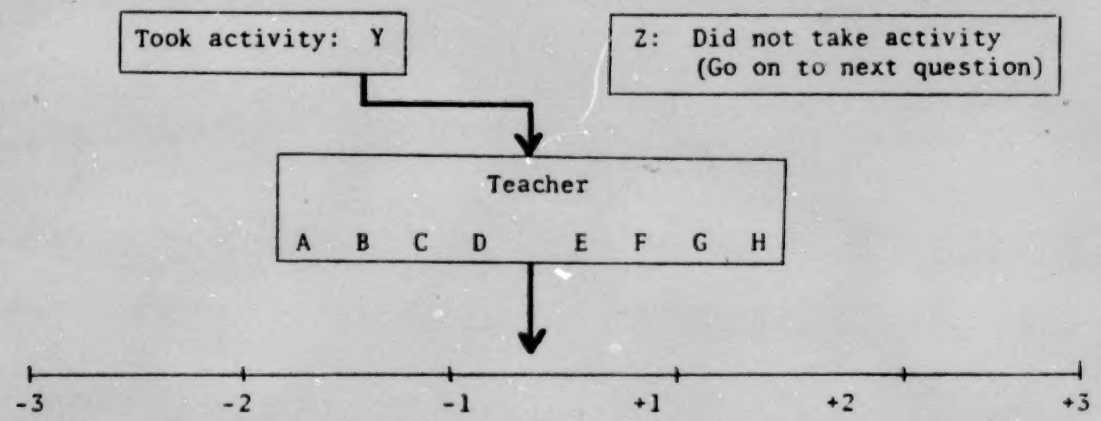
3 b) SWIMMING



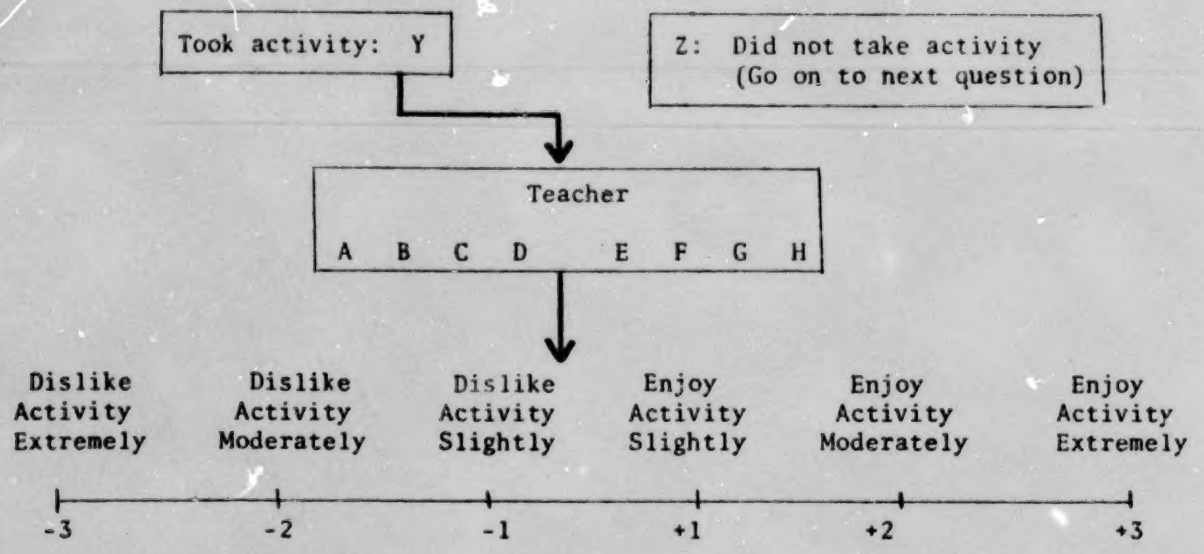
c) DANCE



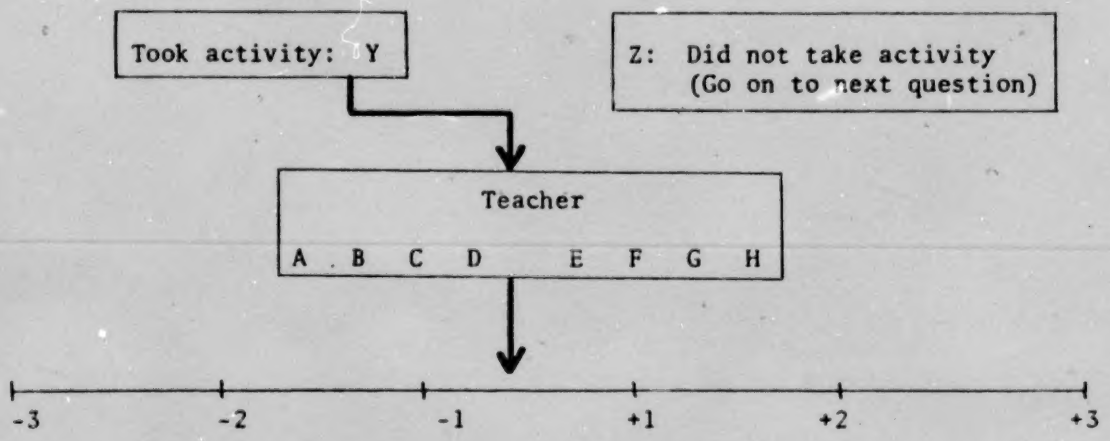
d) OUTDOOR RECRECATION ACTIVITIES (cross country skiing, snowshoeing, orienteering, etc.)



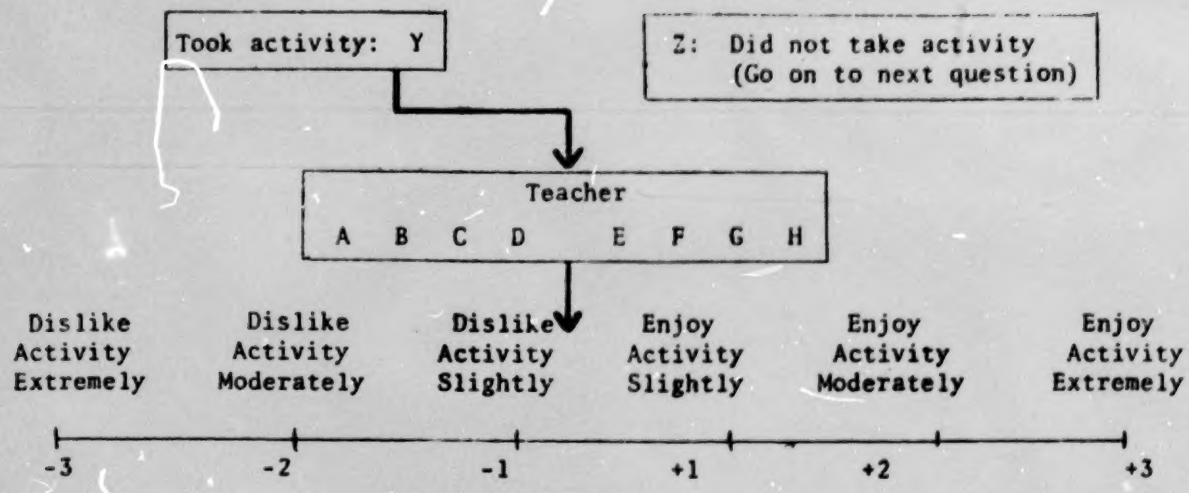
3 e) TRACK AND FIELD



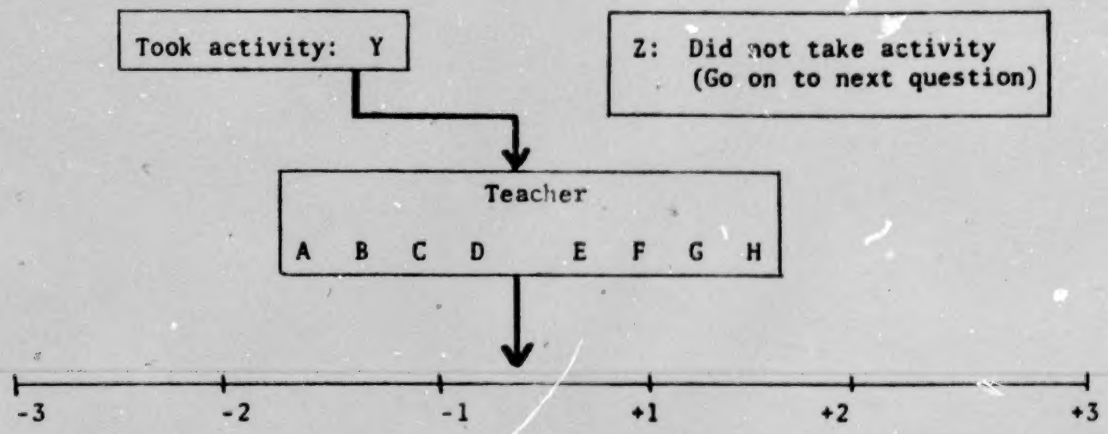
f) BASKETBALL



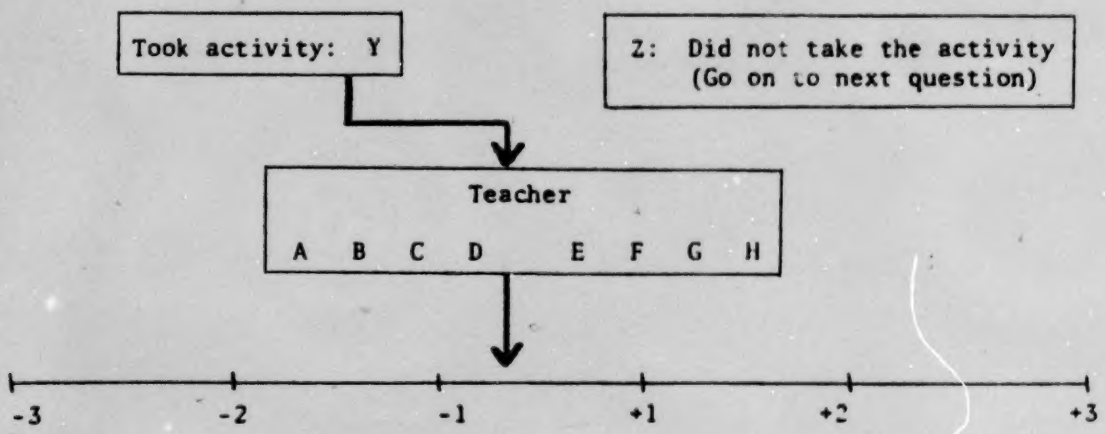
3 g) VOLLEYBALL



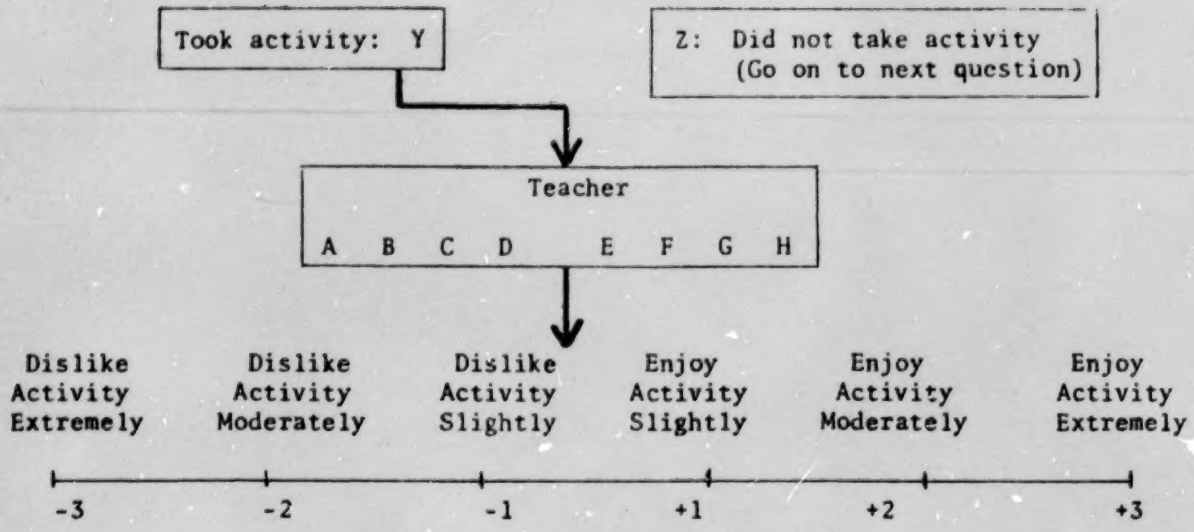
h) TEAM HANDBALL (Olympic Handball)



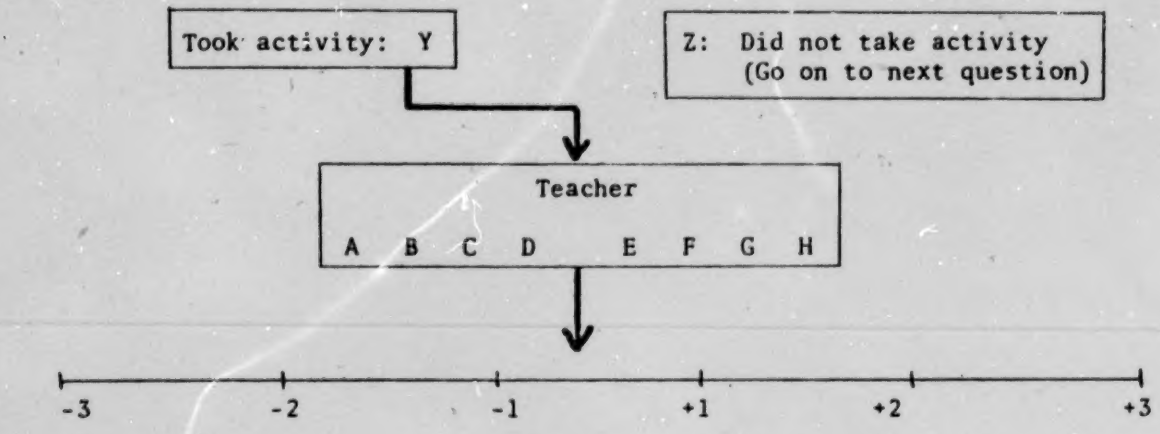
i) FOOTBALL



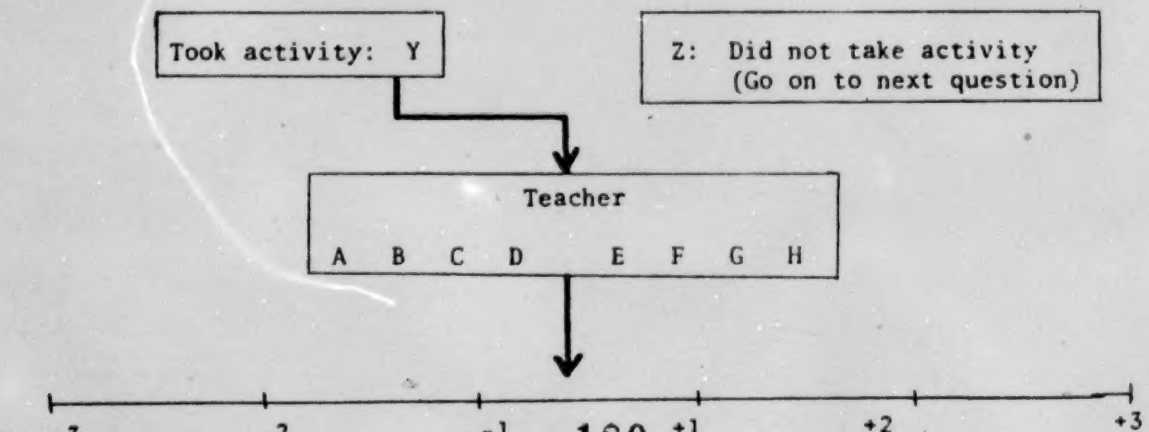
3 j) SOCCER



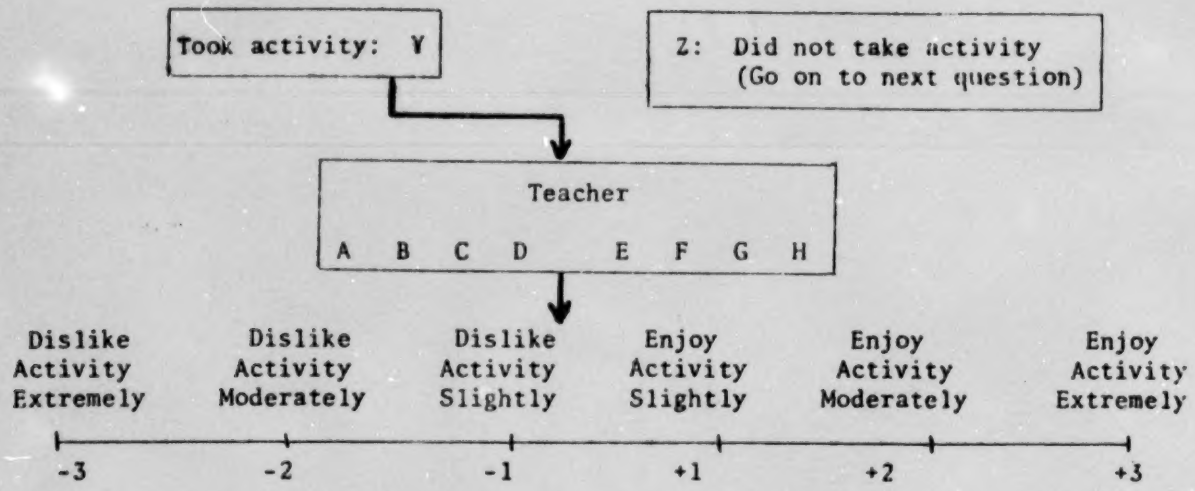
k) ICE HOCKEY



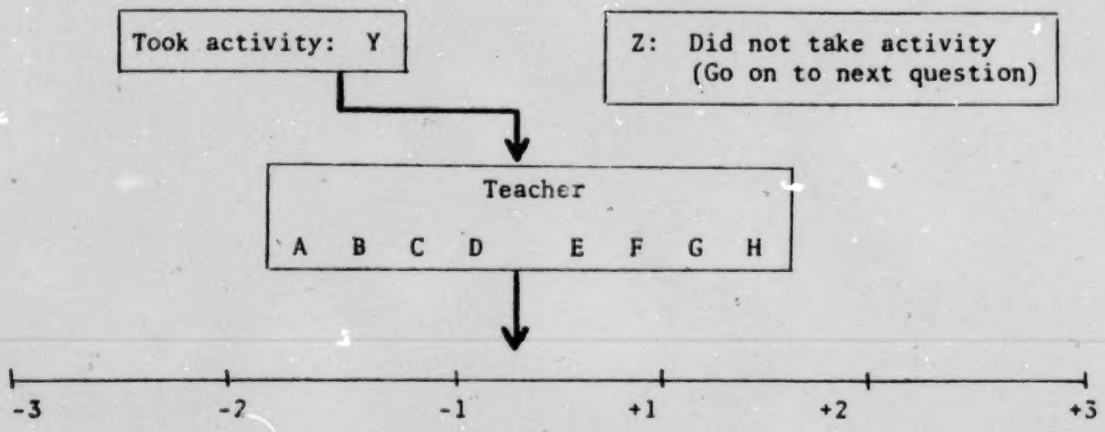
1) FIELD HOCKEY



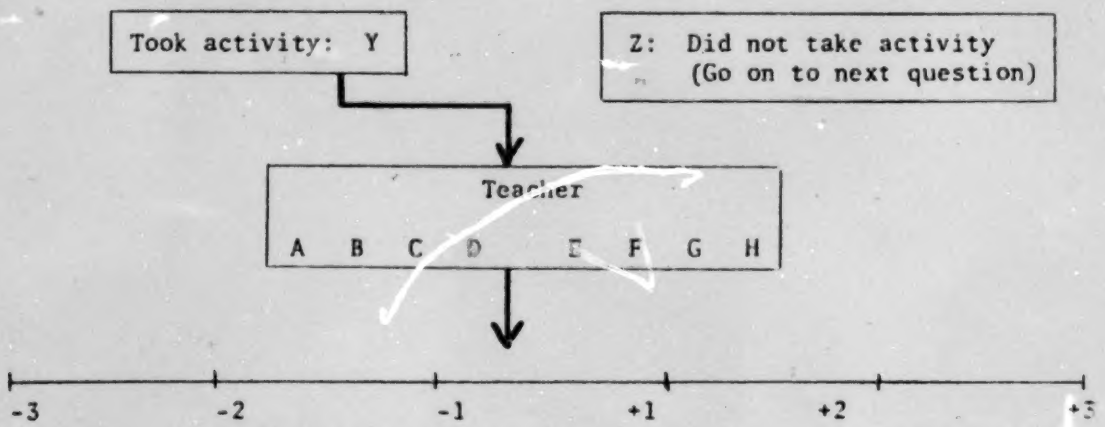
3 m) FLOOR HOCKEY



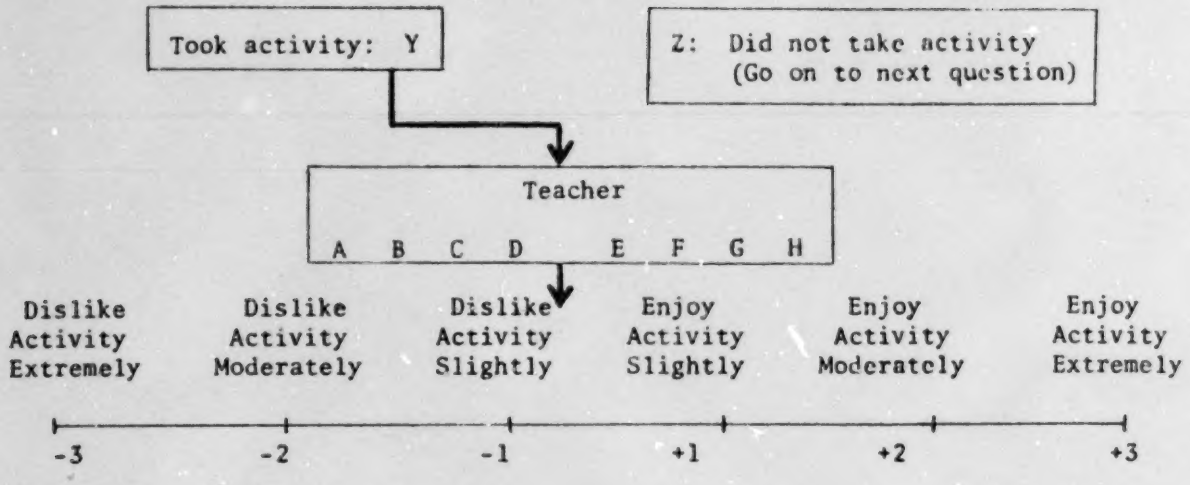
n) SOFTBALL/BASEBALL



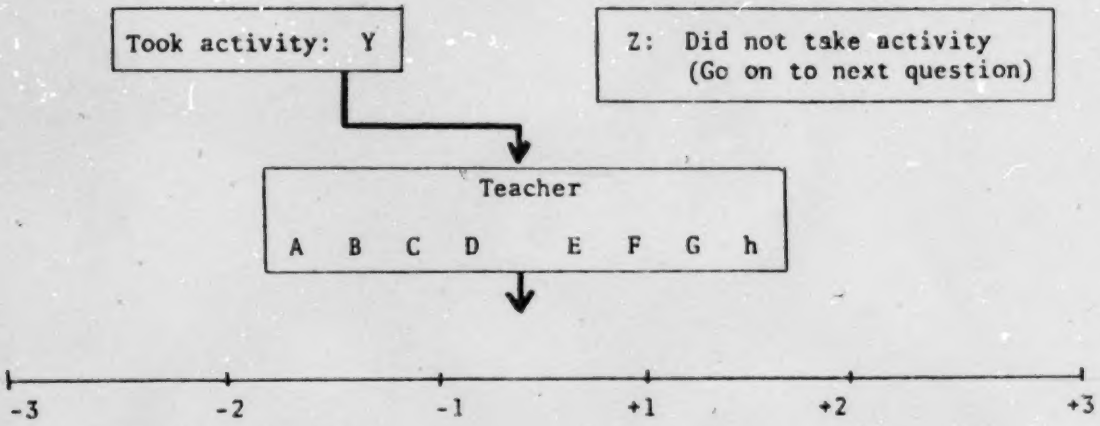
o) FITNESS ACTIVITIES (e.g. weights, circuit training, cross-country, etc.)



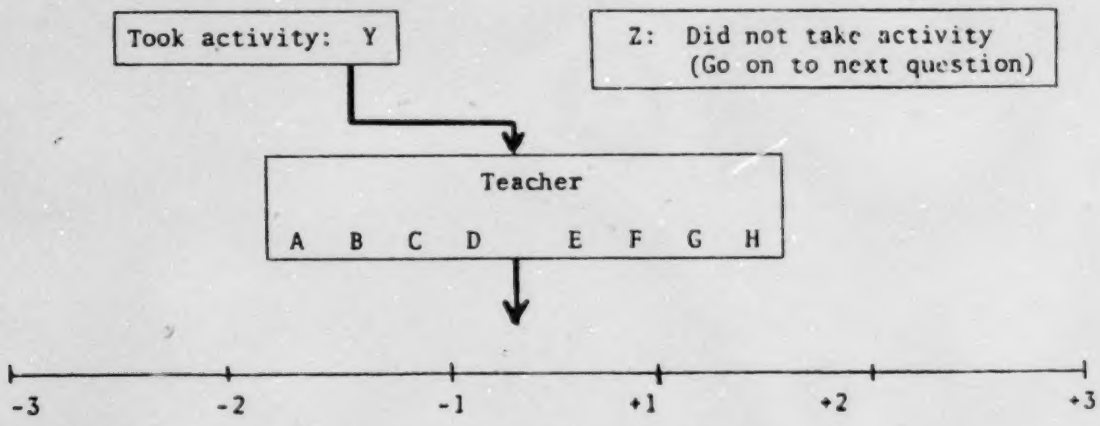
3 p) BADMINTON



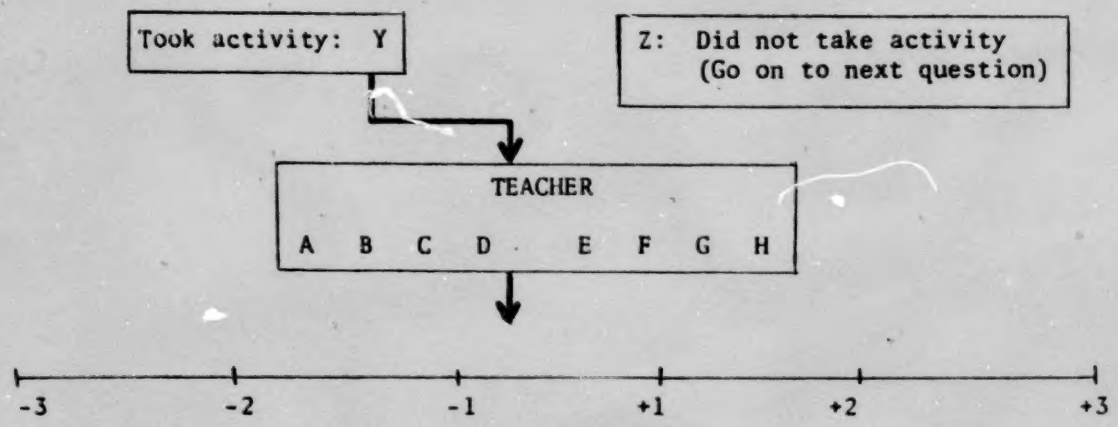
q) BOWLING



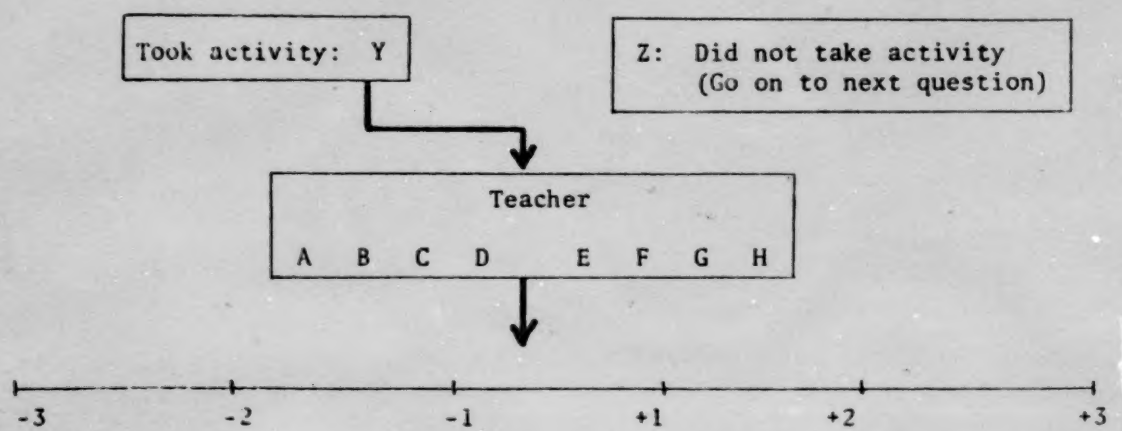
r) GOLF



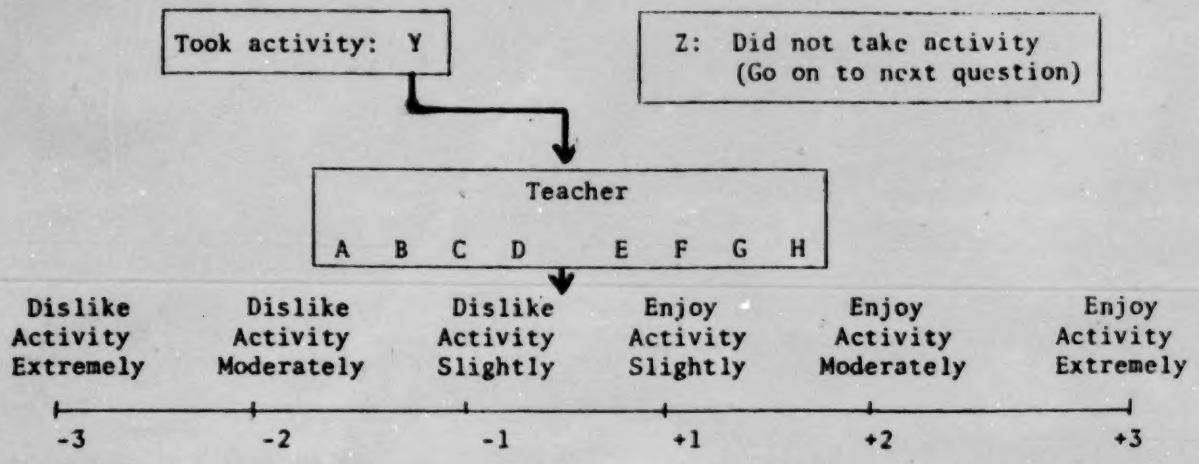
t) TENNIS



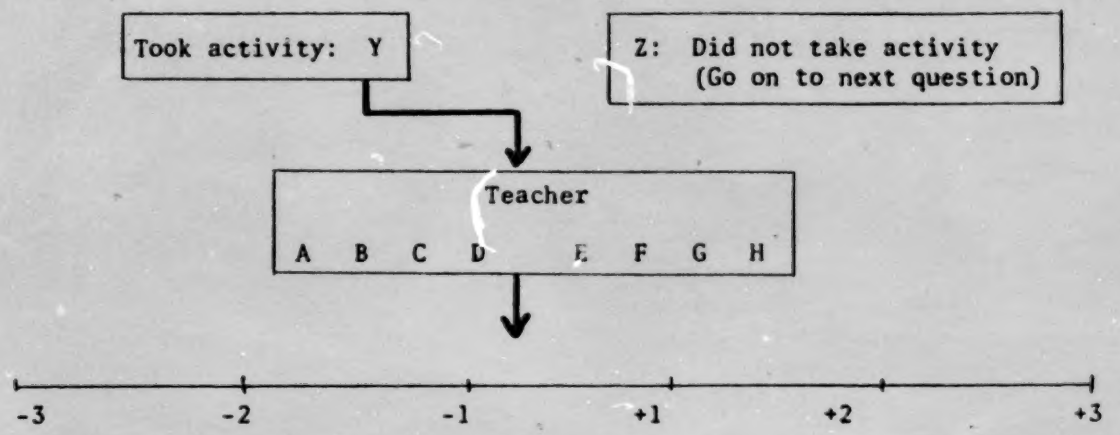
u) TABLE TENNIS



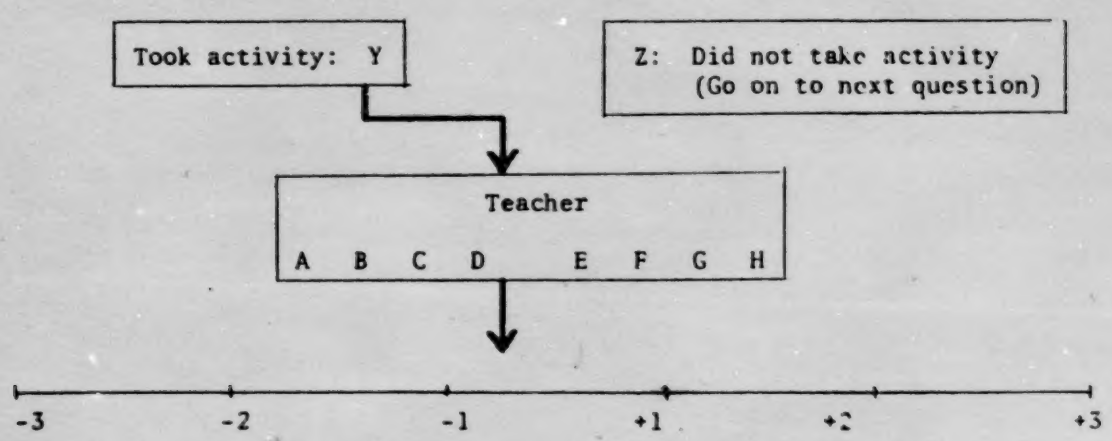
3 v) SQUASH/RACQUETBALL/HANDBALL



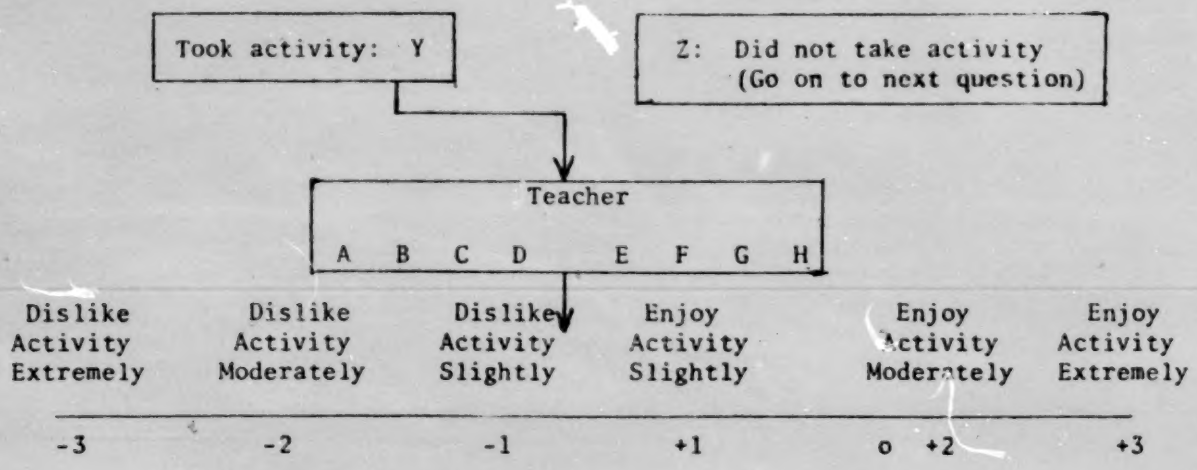
w) ARCHERY



x) WRESTLING



3 y) RUGBY



Q. 4 How often have you been able to make a choice between 2 or more physical education activities this school year?

(This question refers only to your compulsory physical education class, NOT to any option physical education class you may be taking.)

All of the time? (A.T.)

Most of the time? (M.T.)

About 1/2 of the time? (H.T.)

Not very often? (N.V.O.)

Never? (N.)

Please mark on the answer sheet the most appropriate answer:

AT	MT	HT	NVO	N

Q. 5 This next question is concerned with ALL those physical activities in which you take part (both in and out of school) EXCEPT THOSE IN YOUR PHYSICAL EDUCATION PROGRAM.

5 a) In how many ORGANIZED physical activities do you voluntarily take part throughout their entire season?

- "Voluntarily" means you do them because you WANT TO DO THEM!
- "Organized" means those sports activities which include regular instruction or coaching; where regular attendance is expected; and which may be a part of an organized league.
- Examples may be swimming for a club, organized hockey, dance classes, etc.

Please answer on your answer sheet beneath the correct number.

Q.5a)	0	1	2	3	4	5	6	7	8	9

5 b) In how many NON-ORGANIZED physical activities do you voluntarily take part? "NON-ORGANIZED" means those recreation or sports activities which you do mainly for fun; where there is no real instruction or coaching; and where you go when you feel like it, with friends or by yourself.

Examples may be swimming, bowling, golf, football, etc.

Don't count every activity, just those in which you spend quite a bit of time, say at least once every two weeks in season.

Answer on your answer sheet.

Q.5b)	0	1	2	3	4	5	6	7	8	9

Easy, wasn't it?

Now onto the pink questionnaire, which is just as simple!

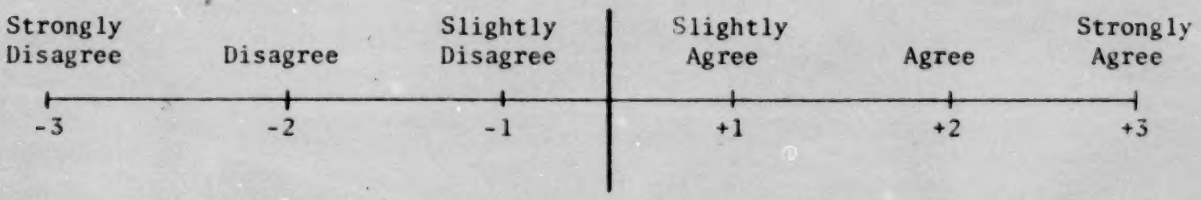
WHAT DO YOU THINK OF SCHOOL PHYSICAL EDUCATION?

The reason for this questionnaire is to find out how students feel about physical education. By knowing how each of you, and many others in Alberta, feel about your physical education programs (the good things and the bad things) we hope that the good points can be made better and the problems made smaller.

For the purposes of this questionnaire, physical education is meant to be the activity you do during your regular school day, not before or after school.

The questions that follow have no right or wrong answers. Please answer as you feel. Use the answer sheet that is given to you and simply mark with a pencil below the number which best tells how you feel about the statement. Your answers will not affect your grade in any course.

EXAMPLE 1. Canadian ice hockey is the best in the world.
(In responding to this type of statement, first try to decide whether you agree with it or whether you disagree with it. Then decide whether you strongly agree, agree, or slightly agree OR strongly disagree, disagree, or slightly disagree.)



		-3	-2	-1	+1	+2	+3
Answer Sheet:	1.	---	---	---	[illegible]	---	---

Please fill out the information asked for on the top of the answer sheet.

TURN THE PAGE AND BEGIN.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
-3	-2	-1	+1	+2	+3

1. I think school is great!
2. Physical education is the most fun of all my classes.
3. Physical education is only good for boys and girls who are good at sports.
4. Physical education DOES NOT make students healthy and physically fit.
5. Physical education gives me a change to do well in games and activity.
6. In physical education I have learned to get along with others in my class.
7. I only do physical education because I have to.
8. In physical education classes students are able to choose activities they like to do.
9. In physical education I learn about how I move.
10. I feel great after a very active physical education period.
11. I use the games and the skills I learn in my physical education after school hours and on the weekends.
12. I don't think that students should be made to take physical education if they don't want to take it.
13. Students should have to wear shorts, T-shirts, runners, and socks in physical education.
14. If some of your subjects had to be left out of your school program, physical education should be one that is left out.
15. In physical education I can try all sorts of movements on my own.
16. In physical education we stand in lines too much.
17. Our physical education teacher helps each one of us to learn new skills.
18. I enjoy physical education more than any other subject.
19. I am not very good in physical education.
20. In physical education the teacher talks too much and we don't get to play enough.

PART II

The next few questions are different from the ones you have just completed in only one way. Your answers have to be marked with your pencil below a number on the answer sheet. It will look like this:

EXAMPLE 1: Canadian ice hockey is the best in the world.

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

Answer sheet:

	1	2	3	4
1.	---	■■■	---	---

If you are not sure about how to mark your answer sheet please ask your teacher or the person who gave you the questionnaire.

NOW PLEASE BEGIN

A. Do you think all students should have to take physical education?

1. Yes 2. No 3. Don't know

B. If yes, up to what grade level should it be required.

1. Up to Grade 6
2. Up to Grade 8
3. Up to Grade 10
4. Up to Grade 11
5. Up to grade 12

C. In physical education do you learn why you should have physical activity?

1. Always
2. Frequently
3. Once in awhile
4. Seldom
5. Never

D. In your physical education classes do you have to wear T-shirts, shorts, running shoes and socks?

1. Yes 2. No

E. Are there showers in your school?

1. Yes 2. No

F. If yes, do you have to shower after physical education class?

1. Always
2. Frequently
3. Once in awhile
4. Seldom
5. Never

G. Do you think students should have to shower after physical education?

1. Yes 2. No 3. Not sure

H. How often do you have physical education?

1. Once in 5 days
2. Two times in 5 days
3. Three times in 5 days
4. Four times in 5 days
5. Every day

I. How often do you think you should have physical education?

1. Once in 5 days
2. Two times in 5 days
3. Three times in 5 days
4. Four times in 5 days
5. Every day

J. Are physical education classes ever cancelled as a form of punishment?

1. Often
2. Once in awhile
3. Seldom
4. Never

K. What things do you like best about physical education? Please mark under the 1 the thing you like best then under the 2 the thing you like next best and so forth down to the 5th best.

1. Helps improve my health
2. Teaches me to control my body
3. Helps me learn new skills
4. Gives me a change to know other students better
5. It is fun

L. What things do you like least about physical education? Mark under the 1 the thing you like least and so on down to the 5 which you dislike least.

1. I have to do activities I don't like
2. Teachers talk too much
3. No chance to try new skills or movements on my own
4. The teacher doesn't tell us <u>why</u> we are doing the activities
5. I'm always one of the last players picked for a team

PARENTS -

WHAT DO YOU THINK OF SCHOOL PHYSICAL EDUCATION??

The Department of Education of our province has asked us to try to determine what students and parents think about school physical education. Your child helped us by completing a questionnaire today and we would very much appreciate it if you could answer the few questions on this sheet and return it through your son or daughter to their P.E. teacher. Please answer the questions as you feel, and add comments where you like. There is no need to put your name on the form. What grade is your son or daughter in? Grade _____.

1. Should students be required to take physical education?

   Yes ☐ No ☐

2. If yes, up to which grade level should it be required?

   Grade 1 to 6 ☐ Up to Grade 11 ☐

   Up to Grade 8 ☐ Up to Grade 12 ☐

   Up to Grade 10 ☐

3. Should physical education class uniforms (T-shirts, shorts, runners, and socks) be compulsory in the gymnasium?

   Yes ☐ No ☐ I don't know ☐ I don't care ☐

4. Should students have to shower after a vigorous physical education class?

   Boys should ☐ Boys should not ☐

   Girls should ☐ Girls should not ☐

5. When your child is given a grade in physical education several things are considered. Would you please rank the following factors in the order of 1 (most important) to 5 (least important).

   A. Attendance record ☐ D. Personal improvement ☐

   B. Score on skill test ☐ E. Physical fitness level ☐

   C. Score on written test ☐

6. How often should students have physical education classes?

   Once in 5 days ☐ Four times in 5 days ☐

   Twice in 5 days ☐ Every day ☐

   Three times in 5 days ☐

7. What do you think are the most important reasons for taking physical education? Please rank from 1 (most important) to 5 (least important). Feel free to add to this list.

A. Social value (learning to cooperate, to work together) ☐

B. Physical fitness and health value ☐

C. Developing new knowledge and understanding of how we move and what the body can do ☐

D. Learning games, exercies and sports skills ☐

E. Learning activities that can be done in free time now and later in life ☐

8. If you don't think physical education should be a compulsory subject please indicate why you believe this.

_____

_____

_____

_____

9. How do you feel about the choice that students have in selecting the activities which they take in physical education?

More choice ☐ About right ☐ Less choice ☐ Unsure ☐

OPTIONAL - fill in below if you wish to do so

10. Would you please indicate those things about school physical education which you think are good?

_____

_____

_____

_____

11. Would you please list those things which you believe are weaknesses or problems in physical education?

_____

_____

_____

Thank you for taking the time to help us. We hope that your answers will help all of us to make school physical education better for the children.

Please give this form to your child and ask them to give it to their physical education teacher. Please use the envelope which came with this form.

SATISFACTION QUESTIONNAIRE

Please indicate the level of satisfaction or dissatisfaction that you have with each of the factors below.

RESPONSE SCALE

Completely Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisifed	Slightly Satisfied	Completely Satisfied
1	2	3	4	5

Please circle the most appropriate answer to each job factor below.

1.	The average size for your physical education classes	1	2	3	4	5
2.	Your assigned overall teaching load	1	2	3	4	5
3.	The type of teaching assignments you have been given in physical education	1	2	3	4	5
4.	The facilities and equipment available for your physical education classes	1	2	3	4	5
5.	The relationship you have with the students you teach	1	2	3	4	5
6.	The disciplinary power you have in order to control the behavior of your students	1	2	3	4	5
7.	The present curriculum content in your physical education program	1	2	3	4	5
8.	The existing budget allotment for your physical education instructional program	1	2	3	4	5
9.	The amount of preparation time you are allotted	1	2	3	4	5
10.	The time you are required to spend on physical education extra-curricular activities	1	2	3	4	5
11.	The variety of activities in the physical education extra-curricular program	1	2	3	4	5

RESPONSE SCALE

Completely Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied	Completely Satisfied
1	2	3	4	5

12.	The facilities and equipment available for physical education extra-curricular activities	1	2	3	4	5
13.	The budget allocation for extra-curricular activities	1	2	3	4	5
14.	The number of students actively participating in the physical education extra-curricular program	1	2	3	4	5
15.	The involvement of fellow physical education teachers in the physical education extra-curricular program	1	2	3	4	5
16.	The involvement of non physical education teachers in the physical education extra-curricular program	1	2	3	4	5
17.	Special relief time you receive for your involvement in the physical education extra-curricular program	1	2	3	4	5
18.	The assistance and cooperation you receive from your immediate superior	1	2	3	4	5
19.	The teaching profession as a satisfier of personal career needs	1	2	3	4	5
20.	The salary you receive when you consider your experience and professional training	1	2	3	4	5
21.	The opportunity you have for promotion and advancement in your job as a physical education teacher	1	2	3	4	5
22.	The opportunities for <u>personal</u> growth and development through your job as a physical education teacher	1	2	3	4	5
23.	The availability of opportunities for <u>professional</u> growth and development through your job	1	2	3	4	5

RESPONSE SCALE

Completely Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied	Completely Satisfied
1	2	3	4	5

24.	The competency of professional physical education organizations in satisfying the needs of physical education teachers at the junior and senior high school levels	1	2	3	4	5
25.	The securty of your job	1	2	3	4	5
26.	Community input into the overall physical education program	1	2	3	4	5
27.	The autonomy you have to make your own decisions regarding the method by which you teach	1	2	3	4	5
28.	The autonomy you have to make your own decisions regarding the content of your instructional program	1	2	3	4	5
29.	Your personal relationship with fellow teachers	1	2	3	4	5
30.	The status accorded those teaching physical education by the community	1	2	3	4	5
31.	The status accorded those teaching physical education by the teaching profession	1	2	3	4	5
32.	The personal recognition you receive from fellow teachers for the work you do	1	2	3	4	5
33.	The personal recognition you receive from students for the work you do	1	2	3	4	5
34.	The personal recognition you receive from your immediate superior for the work you do	1	2	3	4	5
35.	The personal recognition you receive from the community for the work you do	1	2	3	4	5

APPENDIX B

COMPUTER SCORED ANSWER SHEETS

NAME WHAT DO YOU THINK OF SCHOOL PHYSICAL EDUCATION (Last / First / Middle)

FACULTY or SCHOOL

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AGE (Years) YEAR OF GRADE ☐ Male ☐ Female DATE (Day / Month / Year)

I.D. NUMBER

Grade 0 1 2 3 4 5 6 7 8 9

Age 0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Sex 0 M F 3 4 5 6 7 8 9

Class 0 1 2 3 4 5 6 7 8 9

Size 0 1 2 3 4 5 6 7 8 9

1 _____

_____

2 _____

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example +1 +2 +3

CAUTION — AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

PART I

1.	-3	-2	-1	+1	+2	+3
2.	-3	-2	-1	+1	+2	+3
3.	-3	-2	-1	+1	+2	+3
4.	-3	-2	-1	+1	+2	+3
5.	-3	-2	-1	+1	+2	+3
6.	-3	-2	-1	+1	+2	+3
7.	-3	-2	-1	+1	+2	+3
8.	-3	-2	-1	+1	+2	+3
9.	-3	-2	-1	+1	+2	+3
10.	-3	-2	-1	+1	+2	+3
11.	-3	-2	-1	+1	+2	+3
12	-3	-2	-1	+1	+2	+3
13.	-3	-2	-1	+1	+2	+3
14.	-3	-2	-1	+1	+2	+3
15	-3	-2	-1	+1	+2	+3
16.	-3	-2	-1	+1	+2	+3
17.	-3	-2	-1	+1	+2	+3
18.	-3	-2	-1	+1	+2	+3
19.	-3	-2	-1	+1	+2	+3
20.	-3	-2	-1	+1	+2	+3

PART II

A	1	2	3			
B	1	2	3	4	5	
C	1	2	3	4	5	
D	1	2				
E	1	2				
F	1	2	3	4	5	
G	1	2	3			
H	1	2	3	4	5	
I	1	2	3	4	5	
J	1	2	3	4		
Ka	1	2	3	4	5	
b	1	2	3	4	5	
c	1	2	3	4	5	
d	1	2	3	4	5	
e	1	2	3	4	5	
La	1	2	3	4	5	
b	1	2	3	4	5	
c	1	2	3	4	5	
d	1	2	3	4	5	
e	1	2	3	4	5	

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SCHOOL NUMBER

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

OVERPRINT ANSWER SHEET

NAME WHAT I THINK ABOUT PHYSICAL EDUCATION

FACULTY or SCHOOL

AGE Years YEAR or GRADE ☐ Male ☐ Female DATE Day Month Year

I. D. NUMBER

Grade 0 1 2 3 4 5 6 7 8 9

Age 0 1 2 3 4 5 6 7 8 9

Sex 0 M F 3 4 5 6 7 8 9

Class 0 1 2 3 4 5 6 7 8 9

Size 0 1 2 3 4 5 6 7 8 9

1. _____

2. _____

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example -3 -2 -1

CAUTION — AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

PART I

EXAMPLE -3 -2 -1 +1 +2 +3

1	-3	-2	-1	+1	+2	+3
2	-3	-2	-1	+1	+2	+3
3	-3	-2	-1	+1	+2	+3
4	-3	-2	-1	+1	+2	+3
5	-3	-2	-1	+1	+2	+3
6	-3	-2	-1	+1	+2	+3
7	-3	-2	-1	+1	+2	+3
8	-3	-2	-1	+1	+2	+3
9	-3	-2	-1	+1	+2	+3
10	-3	-2	-1	+1	+2	+3
11	-3	-2	-1	+1	+2	+3
12	-3	-2	-1	+1	+2	+3
13	-3	-2	-1	+1	+2	+3
[illegible]	-3	-2	-1	+1	+2	+3
[illegible]	-3	-2	-1	+1	+2	+3
16	-3	-2	-1	+1	+2	+3
17	-3	-2	-1	+1	+2	+3
18	-3	-2	-1	+1	+2	+3
19	-3	-2	-1	+1	+2	+3
20	-3	-2	-1	+1	+2	+3
21	-3	-2	-1	+1	+2	+3
22	-3	-2	-1	+1	+2	+3
23	-3	-2	-1	+1	+2	+3
24	-3	-2	-1	+1	+2	+3
25	-3	-2	-1	+1	+2	+3
26	-3	-2	-1	+1	+2	+3
27	-3	-2	-1	+1	+2	+3
28	-3	-2	-1	+1	+2	+3
29	-3	-2	-1	+1	+2	+3
30	-3	-2	-1	+1	+2	+3
31	-3	-2	-1	+1	+2	+3
32	-3	-2	-1	+1	+2	+3
33	-3	-2	-1	+1	+2	+3
34	-3	-2	-1	+1	+2	+3
35	-3	-2	-1	+1	+2	+3
[illegible]	-3	-2	-1	+1	+2	+3
37	-3	-2	-1	+1	+2	+3
38	-3	-2	-1	+1	+2	+3
39	-3	-2	-1	+1	+2	+3

PART II

A 1 2 3

B 1 2 3 4 5

C 1 2 3

D 1 2 3

E 1 2 3

F 1 2 3 4 5

G 1 2 3 4 5

Ha 1 2 3 4 5
b 1 2 3 4 5
c 1 2 3 4 5
d 1 2 3 4 5
e 1 2 3 4 5

Ia 1 2 3 4 5
b 1 2 3 4 5
c 1 2 3 4 5
d 1 2 3 4 5
e 1 2 3 4 5

J 1 2 3

K 1 2 3

L 1 2 3

M 1 2 3

N 1 2 3 4 5

O 1 2 3

P 1 2 3 4 5

Q 1 2 3 4 5

Ra 1 2 3 4 5
b 1 2 3 4 5
c 1 2 3 4 5
d 1 2 3 4 5
e 1 2 3 4 5

Sa 1 2 3 4 5
b 1 2 3 4 5
c 1 2 3 4 5
d 1 2 3 4 5
e 1 2 3 4 5
f 1 2 3 4 5
g 1 2 3 4 5

Ta 1 2 3 4 5
b 1 2 3 4 5
c 1 2 3 4 5
d 1 2 3 4 5
e 1 2 3 4 5
f 1 2 3 4 5
g 1 2 3 4 5
h 1 2 3 4 5

U 1 2 3 4 5

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

SCHOOL NUMBER

IBM 5047

NAME _____ STUDENT QUESTIONNAIRE (First / Middle)

FACULTY or SCHOOL _____

AGE _____ YEAR in GRADE _____ ☐ Male ☐ Female DATE _____ (Day / Month / Year)

1. _____

_____

2. _____

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example: -3 -2 -1

I.D. NUMBER

Grade: 0 1 2 3 4 5 6 7 8 9

Age: 0 1 2 3 4 5 6 7 8 9 / 0 1 2 3 4 5 6 7 8 9

Sex: 0 ~~1~~ M 2 ~~3~~ ~~4~~ ~~5~~ ~~6~~ ~~7~~ ~~8~~ ~~9~~ / ~~0~~ 1 F 2 ~~3~~ ~~4~~ ~~5~~ ~~6~~ ~~7~~ ~~8~~ ~~9~~

Class: 0 1 2 3 4 5 6 7 8 9

Size: 0 1 2 3 4 5 6 7 8 9

ALWAYS MARK BELOW THE SYMBOL

Q.1 -3 -2 -1 +1 +2 +3

2 (i) (ii) (iii) (iv)

3a) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3b) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3c) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3d) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3e) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3f) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3g) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3h) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3i) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3j) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3k) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3l) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3m) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3n) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3o) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3p) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3q) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3r) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3t) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3u) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3v) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3w) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3x) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

3y) Y Z

A B C D E F G H

-3 -2 -1 +1 +2 +3

4 AT MT HT NVO N

5a) 0 1 2 3 4 5 6 7 8 9

b) 0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

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0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

CAUTION — AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

APPENDIX C

SCHOOLS SELECTED FOR STUDY

LIST OF SCHOOLS RANDOMLY SELECTED FOR THE STUDY

SCHOOL	Grades Taught	Grade Tested	No. of Students Male	Female
Grovedale Penson Elem.	1 - 6	5	46	43
St. Joseph's R.C.S. Grande Prairie	7 -12	7 & 8	172	192
Centre St. Elem. Peace River	1 - 6	6	156	142
Jean Cote School	K - 6	4	25	22
Roland Michener High Slave Lake	9 -12	10	143	143
Mitstassiniy School Desmarais	1 -10	7 & 9	138	135
J.P. Dion School Sputinow	K - 7	7	43	26
Cherhill School	1 - 6	4	31	36
Onoway H.S.	7 -12	7 & 8	312	295
Drayton Valley Elem. B.	5 - 6	6	138	120
Stony Plain Elem.	1 - 7	4	284	246
Vimy School	1 - 9	9		
Morinville Colony School	1 - 9	9	5	8
Legal School	1 -12	10	221	200
Thorhild Elem. Jr. High	K - 8	8	180	138
Vera M. Welsh Elem. Lac La Biche	3 - 6	6	286	310
Spedden School	K - 6	5	22	30
Cold Lake P.S.	1 - 9	7	112	86
Grande Centre J.H.	6 - 9	9	198	146
Bonnyville Centralized High	10 -12	10	223	227
Beaver River School - Medley	K - 6	4	155	117
Millet School	1 - 9	7	114	117
Rosebrier - Wetaskiwin	1 - 9	8	30	37
Parkdale School Elem. Wetaskiwin	1 - 6	5	171	172

SCHOOL	Grades Taught	Grade Tested	No. of Students Male	Female
Colchester School - S. Edmonton	K - 6	6	140	147
Fort Saskatchewan - J.H.	7 - 9	9	232	211
Ministik School - Sherwood Park	K - 5	5	33	45
Campbelltown School - Sherwood Park	1 - 6	6	173	167
Mannville School	1 -12	8	187	195
Derwent School	1 -11	9 & 6	109	92
New Hairy Hill School	1 - 8	8	48	54
New Myrnam School	1 -12	10	170	153
Two Hills H.S.	7 -12	7	152	150
Two Hills Elem.	1 - 6	4	117	114
Marwayne Jubilee	1 -12	5	127	136
Woodvale School - Vermilion	1 - 4	4	6	5
Blessed Sacrament School-Wainwright	1 - 9	7	137	115
Ponoka J.H.	7 - 9	7	269	209
Riverside Elem. - Ponoka	K - 6	6	61	68
Clive School	K - 9	5	84	79
James S. McCormick Elem.-Lacombe	1 - 6	6	322	289
Central Elem. - Red Deer	1 - 6	5	108	105
Eastview J.H. - Red Deer	7 - 9	9	299	327
Oriole Park School - Red Deer	1 - 6	5	166	169
West Park Elem. - Red Deer	1 - 6	5	195	166
St. Martin De Porres Sch.-Red Deer	1 - 6	6	58	62
St. Thomas Aquinas School - Red Deer	4 - 9	9	307	287
Donalda School	1 - 9	9	65	49
Waverly School - Stettler	1 - 9	7	92	96
Star Ridge School - Stettler	1 - 8	4	15	21

SCHOOL	Grades Taught	Grade Tested	No. of students Male	Female
Heisler School	1 - 9	4	76	88
Metiskow School	1 - 8	5	24	16
Olds Elem.	1 - 6	4	321	290
Edwards Elem. Airdrie	1 - 4	4	145	125
Andrew Sibbald Elem. Cochrane	1 - 5	5	214	215
Exshaw School	1 - 9	9	116	99
Blackie School	K - 9	9	115	111
Percy Pegler Elem. - Okotoks	1 - 6	6	284	289
Senator Riley High - High River	7 -12	10	253	269
Cayley Colony School	1 - 7	5	10	7
Dr. Elliott School - Linden	1 -12	10	148	165
Three Hills School	1 -12	10		
Morrin School	1 -12	10	102	117
West Raley Colony - Cardston	1 - 9	8 & 6	9	6
F. P. Walshe - Fort MacLeod	7 -12	10	291	259
J. T. Foster - Nanton	4 -12	9	165	156
Parkland Hutterite Colony	1 - 8	4	19	8
Coalhurst H.S.	7 -12	8	88	79
Hardieville School - Lethbridge	K - 6	5	26	44
Readymade School - Coaldale	1 - 6	4	34	43
Agnes Davidson School - Lethbridge	1 - 6	6	23	35
Erle Rivers H. - Milk River	7 -12	10	105	119
Milk River - Elem.	1 - 6	6	63	68
Enchant School	K - 9	7	50	37
L. T. Westlake School - Taber	1 - 6	5	67	85
East Rolling Hills School	1 - 9	9	78	65

SCHOOL	Grades Taught	Grade Tested	No. of Students Male	Female
Tilley School	1 -12	6	112	132
Brooks Elem.	4 - 6	6	154	158
Lebanon School - Irvine	1 - 8	8	2	8
Alexandra J.H. - Medicine Hat	8 - 9	9	289	265
Rivers Heights School - Medicine Hat	1 - 7	6	143	159
Bow Island Elem.	1 - 6	4	74	86
Foremost School	1 -12	8	193	172
Queen Elizabeth H. Edmonton	10 -12	10	817	852
Braemar School Elem. Edmonton	K - 6	6	239	232
Calder School Elem. Edmonton	K - 6	5	156	145
Cromdale School Elem. Edmonton	K - 6	6	55	31
Glenora School Elem. Edmonton	K - 6	4	99	108
Queen Alexandra School Edmonton	K - 6	6	93	90
Queen Mary Park School Edmonton	1 - 6	5	105	67
Woodcroft Elem. Edmonton	K - 6	5	51	66
Delwood Elem. Edmonton	K - 6	6	275	282
Westbrook Elem. Edmonton	1 - 6	6	205	194
Brightview Elem. Edmonton	1 - 6	6	174	155
King Edward Elem. Edmonton	K - 9	7	278	210
Lawton School J.H. Edmonton	7 - 9	8	351	353
Londonderry School J.H. Edmonton	7 - 9	8	301	310
St. Bride School Elem. Edmonton	K - 6	5	64	64
St. Justin School Elem. Edmonton	K - 5	4	92	92
St. Pius X J.H. Edmonton	K - 9	4	181	175
St. Francis Xavier H. Edmonton	10 -12	10	498	495
Holy Name Calgary	K - 6	4	92	105

SCHOOL	Grades Taught	Grade Tested	No. of Students Male	Female
St. Andrew Elem. Calgary	K - 5	4	111	83
St. Gerard Elem. Calgary	K - 6	6	141	97
St. Leo Elem. Calgary	K - 6	4	117	115
St. Bonaventure J.H. Calgary	7 - 9	8	139	112
Westgate Calgary	1 - 6	6	148	135
Highwood Calgary	1 - 6	5	80	94
Rosemont Calgary	1 - 6	5	38	54
Stanley Jones Calgary	1 - 6	6	138	132
Marion Carson Calgary	1 - 6	5	336	300
Acadia Calgary	1 - 6	4	259	221
Eugene Coste Calgary	1 - 6	4	264	272
Maple Ridge Calgary	1 - 6	4	192	185
Mountain View Calgary	1 - 6	5	209	220
Balmoral Calgary	1 - 9	7	201	235
Bob Edwards Calgary	6 - 9	8	284	295
Dr. Oakley Calgary	1 - 9	9	203	176
Parkdale Calgary	1 - 9	7	219	221
Mount Royal Calgary	7 - 9	8	109	121
Henry Wise Wood H. Calgary	10 -12	10	735	751
Lord Beaverbrook H. Calgary	10 -12	10	1114	982
John Diefenbaker Calgary	10 -12	10	501	511

APPENDIX D

LETTERS TO SCHOOL SUPERINDENTENTS, PRINCIPALS AND PHYSICAL EDUCATION TEACHERS

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA, CANADA T6G 2H9

DEPARTMENT OF PHYSICAL EDUCATION

April 29, 1975.

INITIAL LETTER TO SCHOOL SUPERINTENDENTS

Over the past two years a number of issues have arisen in our province which were focussed upon physical education programs. As a direct consequence the Department of Education has asked that a study be conducted within the province of Alberta to ascertain answers to some of these issues. The four people noted at the bottom of this letter have been encouraged to undertake this study and the result of a series of meetings has been the development of a three-pronged study:

A. To examine the injury incidence associated with school physical education. No comprehensive study of the nature and cause of injury currently exists in Canada and we hope to create a start which may, and we hope will, lead to prevention of preventable injuries.

B. To examine the nature of the compulsory programs in physical education in order to determine their strengths and weaknesses in meeting the expectations of parents, pupils, administrators and physical educators.

C. To analyze the "hidden costs" associated with the operation of school physical education programs including the intramural and interschool programs.

The study will span a twelve month period and we hope to have a report ready for the government by June 30, 1976. The first phase of the study is the injury dimension and to do this we would like the data to cover a full 12 month span (preferably May 15, 1975 to May 14, 1976). The schools listed on the attached sheet were randomly selected as a part of the survey sample and the purpose of this letter is to ask your support in gaining the cooperation of the institutions in question. We are fully aware of the many requests of this type which you annually receive but we feel that the results of this type of research may produce an even better learning environment and certainly a safer one.

If you are agreeable to your division participating in this program, we would like to contact the principal and physical educator(s) of the schools appended to this letter to ask their cooperation. A note to the school(s), should you feel this work is worthwhile, suggesting that you approve the project would be of great value. We would also appreciate a copy of the note in order

...2

to ascertain the schools that will be participating in the study.

We are also attaching a copy of the accident report form which we have drawn up and a copy of the pamphlet explaining the form in brief terms. We would hope that the report form might be of some aid to you personally in maintaining your own records of the nature and incidence of physical education-related injuries in your division. Incidentally, the use of the enclosed form enables teachers to record data relating to injuries in less than one-half of the time required to complete a conventional form.

We sincerely hope that you will give us your support in conducting this study. A summary of the results will be made available to you as soon as they are released by the Department of Education.

Thank you for your consideration of this request.

Yours sincerely,

D. Newton
Acting Dean
Faculty of Physical Education
University of Calgary

G. Glassford, Chairman
Department of Physical Education
University of Alberta

H. Hohol, Supervisor of
Physical Education
Edmonton Public School Board

S. Mendryk, Professor
Department of Physical Education
University of Alberta

DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF PHYSICAL EDUCATION AND RECREATION

FOLLOW-UP LETTER TO SCHOOL PRINCIPALS AND PHYSICAL EDUCATORS

(October, 1975)

Dear

You may recall that during the fall and winter of 1974-75 several points of controversy were raised by members of the public about our programs of physical education. The issues focussed around the nature and ratio of injuries in physical education classes and the rationale behind compulsory programs of physical education.

In an effort to review these and other related questions, the Department of Education agreed to fund a research proposal submitted by H. Hohol, (Director of Physical Education, Edmonton Public School Board), D. Newton (University of Calgary), S. Mendryk and G. Glassford (University of Alberta). The study has the following three dimensions:

A. To examine the injury incidence associated with school physical education. No comprehensive study of the nature and cause of injury currently exists in Canada and we hope to create a start which may, and we hope will, lead to prevention of preventable injuries.

B. To examine the nature of compulsory programs in physical education in order to determine their strengths and weaknesses in meeting the expectations of parents, pupils, administrators and physical educators.

C. To analyze the "hidden costs" associated with the operation of school physical education programs including the intramural and interschool programs.

The study of the incidence of injury in our schools was commenced in May, 1975 so that a long-term analysis could be conducted. At the present time the research organizers have had difficulty, in some cases, obtaining cooperation relative to the mailing in of the accident report forms. There are doubtless several reasons for this difficulty not the least of which is the change-over of administration within several of the schools and school districts selected for the study. Such changes often result in brief problems of communication.

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THE UNIVERSITY OF ALBERTA, EDMONTON, CANADA T6G 2H9

Page Two

Since the data obtained in this study may influence program planning, the programs of physical education at all levels, including the universities, we would ask that you provide assistance to the study so as to assure valid and reliable results. We certainly recognize and appreciate the heavy demands placed upon your time and the time of your teachers. The individuals involved in the research have indicated that they will do their best to minimize disruption of your programs and have pointed out that the use of the injury report form should help to reduce time required to report injuries which occur within the school programs.

Thank you in advance for whatever assistance you can provide for this project.

Yours sincerely,

RGG/sd

DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF PHYSICAL EDUCATION AND RECREATION

LETTERS TO PRINCIPALS REQUESTING ACCESS TO
A SPECIFIC GRADE AT A SPECIFIC TIME
(March, 1976)

Since last May your school has been participating in Part I (the Alberta Schools Accident Report project) of a Department of Education study. We are now about to begin Parts II and III.

Part II comprises an examination of the compulsory programs in physical education for grades 4 - 10 in order to determine their strengths and weaknesses. This will entail questionnaires for some pupils, parents and physical education teachers.

Part III involves the analysis of the indirect costs associated with the operation of school physical education programs including the intramural and interschool programs. Data for this part of the study will be accumulated through the use of a questionnaire as well.

We appreciate how busy you are at this point in the year and how difficult it can be at times to determine just what is required in administering any mailed questionnaires or in filling out detailed forms. For this reason in almost all cases one or two members of the study group will visit your school for the purpose of administering the questionnaires, interviewing a few students and working with the physical educator relative to the forms we are requesting from him or her.

For the most part we would be asking your help in contacting one class from either the grade 4, 5, or 6 level (not each grade but one grade only) or one class of boys and one class of girls in the case of grades 7 to 10. The grade level has been randomly selected as was your school. From a pilot study we have found that the time required with the grade 4, 5, and 6's would be about 30 minutes, and for the grades 7, 8, 9, and 10, about 60 minutes.

Due to problems in travel it will be impossible for us to be at your school during certain hours, therefore we hope that within some limits a time which is convenient to the testing team might be used to make the sample class available. The grade which has been randomly selected from your school is Grade _____.

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THE UNIVERSITY OF ALBERTA, EDMONTON, CANADA T6G 2H9

In the very near future we will be mailing to you a packet of questionnaires along with a possible date and approximate time for the visitation by the testing team. We would appreciate it very much if you could complete and return to us the brief form which will be included in the packet indicating whether the visitation date and time suggested will be convenient for you, the physical educator and the students.

We would like to point out that similar projects to this have been carried out in Saskatchewan and California and that the outcomes there in helping to improve school physical education have been significant. We truly hope that time and costs devoted to the Alberta project will be of value to our young people.

After you have read this, could you please pass it on to the physical educator in your school or to the physical education department head.

Yours sincerely,

S. Mendryk
H. Hohol
R. Manz
A. Adler
D. Newton
G. Glassford
C. Lorback
G. Bowie

RGG/sd

A. It will be possible to have a grade _____ class available at _____ on _____ to complete the "What Do You Think Of School Physical Education Questionnaire."

B. It will not be possible to have a grade _____ class available at _____ on _____, but they could be availabe at _____ on _____.

NOTE: Due to the many schools being visited we would appreciate, if at all possible, your arranging for the class to be available at the time previously requested _____.

It has been found that the questionnaires can be administered much more efficiently in a classroom than in a gymnasium.

By filling in the blanks in A or B, you will be indicating the time and date of visitation. (A will indicate the time unchanged. B will indicate the requested time as being unsuitable with a new time suggested.)

If your reply will not reach us prior to the visitation date, please contact us by a collect phone call to:

Dr. R.G. Glassford
Faculty of Physical Education
University of Alberta
Phone: 432-3615.

DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF PHYSICAL EDUCATION AND RECREATION

LETTERS TO PRINCIPALS REQUESTING ACCESS TO
A SPECIFIC GRADE AT A SPECIFIC TIME
(April, 1976)

Dear Sir:

We apologize for the problems we may have caused through the inappropriate scheduling of your school's participation in the Department of Education's Study of School Physical Education (Parts II and III). Regrettably we were unaware of the fact that your spring break occurred during Easter week (April 16 - 23). Several of you have already written to indicate more appropriate visitation times and we are doing our best to fit these in to the travel pattern which we must follow (we try to visit 2, 3, and sometimes 4 schools in a general region). If we have not been able to follow your precise suggested date we would ask your consideration in trying to accommodate us for a visit on _____ at _____. If this date is absolutely inconvenient please contact us at 432-3615 and we will do our best to re-arrange a more appropriate visitation time.

We sincerely appreciate your continued aid with this study and your patience relative to the above problems.

Yours sincerely,

S. Mendryk
H. Hohol
R. Manz
A. Adler
D. Newton
G. Glassford
C. Lorback
G. Bowie

RGG/sd

THE UNIVERSITY OF ALBERTA, EDMONTON, CANADA T6G 2H9

APPENDIX E

LETTER AND INSTRUCTIONS TO

SCHOOLS NOT PERSONALLY VISITED

DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF PHYSICAL EDUCATION AND RECREATION

May, 1976

GUIDELINES FOR QUESTIONNAIRE ADMINISTRATION

Dear Principal:

A letter concerning Part II and III of the Physical Education School Study authorized and sponsored by the Department of Education was sent to you on March 24, 1976. It was the intention of the research team to visit all the schools in the study. Unfortunately, due to budget restrictions and problems of travel scheduling, it will not be possible for us to personally visit your school to assist you in answering the cost questionnaire, or to administer the grade 4-6 student questionnaire. We therefore ask that you set aside approximately 30 minutes of class time to allow a grade _____ class of boys and girls, randomly selected by yourself to complete this questionnaire. At the same time would you also distribute the parent questionnaires plus a white envelope to these same children?

Should there be any problems relating to the interpreting of the questions utilized in the questionnaires, please feel free to contact us so that these problems can be resolved. Should you wish to call us, please contact the following individuals:

1. Mr. Colin Lorback - 432-3837
2. Dr. Gerry Glassford - 432-3615
3. Dr. Steve Mendryk - 432-3566

Included with this letter are:

1. The Grade 4-6 students "What Do You Think of School Physical Education?" questionnaire and red over-printed answer sheet;

2. The Parent "What Do You Think of School Physical Education?" questionnaire which is to be taken home by those students completing the student questionnaires. These completed parent questionnaires are to be returned by the students to their physical education teacher who will return them to us along with the other completed questionnaires.

3. The "Elementary Programme and Student Cost" questionnaire which is to be completed by the physical education coordinator along with whomever is responsible for the physical education budget.

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THE UNIVERSITY OF ALBERTA, EDMONTON, CANADA T6G 2H9

4. "Guidelines for teachers administering student questionnaires."

5. A sample answer sheet appropriate for your school.

When all of the questionnaires have been completed, they can be placed in a small box and returned, if possible, by _____ to:

Dr. R.G. Glassford
Faculty of Physical Education
University of Alberta
Edmonton, Alberta
T6G 2H9

Thank you in advance for your cooperation and assistance in this project.

Please pass on this letter to the physical education coordinator of your school after you have read it.

Sincerely,

S. Mendryk
H. Hohol
R. Manz
A. Adler
D. Newton
G. Glassford
C. Lorback
G. Bowie

SWM:ecw
Enclosures

GUIDELINES

FOR TEACHERS ADMINISTERING STUDENT QUESTIONNAIRES

FOR SECONDARY STUDENTS (7-10)

Before reading this, please read the 2 questionnaires (pink and blue). The two questionnaires should take approximately 1 - 1-1/2 hours to complete.

1. Write on the blackboard the names of all physical education teachers at your school, with their appropriate letter (A, B, C, etc.) which must correspond with each teacher's letter on his/her yellow questionnaire. The P.E. coordinator of your school will assign these letters. Please don't forget to keep a list of each teacher's letter so that it can be checked against the letter on the yellow teacher questionnaire.

2. If possible, have the students do the questionnaires in a large classroom rather than on the floor in the gym. It has been shown to be much more efficient.

3. Hand out pencils -- they must be H.B. in order for the computer to be able to scan the answer sheets. Also, mention this to the students.

4, Hand out the first questionnaire (BLUE) plus the two over-printed answer sheets. Tell them this is the first of two questionnaires, therefore they must work rapidly.

5. Mention that we want the student's honest opinions about P.E. No names are asked for therefore please be as honest as possible.

6. BEGINNING THE ANSWER SHEETS - Have everybody do the 'personal' details for both answer sheets as a group to enable you to direct them.

a) Top right hand corner:-

i) Write in name of school

ii) Grade: Mark between appropriate dotted lines;
7 = grade 7; 8 = grade 8; 9 = grade 9;
0 = grade 10. (see sample answer sheet)

iii) Age: e.g. 14 years = 1 (top line)
4 (bottom line)
See sample answer sheet

iv) Sex: Mark M or F.

v) Class size: Refers to the numbers of boys or girls in that particular P.E. class. If coeducational P.E. classes are held more frequently than separate classes, give the total number;

35 = 3 (top line) See sample
5 (bottom line) answer sheet.

b) Bottom right hand corner:-

i) All schools, elementary and secondary.

School number - your school number is _____. Please have the students mark a zero (0) on the top line if there are no hundreds; the middle line is for the tens (i.e. the 8 in 85); and the bottom line is for the units (i.e., the 5 in 85). See sample answer sheet.

ii) Secondary students (7-10) only

Crossed out section - refers to student number. please assign each student a number from one (1) up. Thus, if a student is number 1 he will write:

~~0~~		~~0~~ 1 2	etc.
~~0~~	; 21 =	0 1 ~~2~~	etc.
0 ~~+~~		0 ~~+~~ 2	etc.

It has been found most efficient to make up a 'batch' of numbered cards and distribute to the students.

7. Let the students go ahead with the BLUE questionnaire, after explaining the following two points:

a) "Physical Education" refers to P.E. classes you (the student) have taken at this school, for this school year, up to this day.

b) Question 3

- answer on answer sheet
- if you did not take the activity then mark benearh the 'z' and go on to the next question.
- if you did take the activity this school year, mark beneath the 'y', then indicate the teacher you had (A, B, C, etc.) then indicate how well you liked that activity.

When the students have finished the BLUE questionnaire, collect it along with the blue answer sheet and give them the pink questionnaire.

Thank you.

APPENDIX F

SUMMARY OF STUDENT ATTITUDES TOWARD PHYSICAL EDUCATION ACTIVITIES BY GRADE LEVEL

TABLE

SUMMARY OF STUDENT ATTITUDES TOWARD PHYSICAL EDUCATION ACTIVITIES BY GRADE LEVEL

ACTIVITY	GRADE	EXPRESSED STUDENT ATTITUDE % POOR	% GOOD	NUMBER OF RESPONDENTS
Gymnastics	7	14.6	85.4	212
	8	20.1	79.9	249
	9	26.3	73.8	198
	10	22.5	77.5	267
Average		20.9	79.1	N=926
Swimming	7	6.6	93.3	30
	8	3.3	96.7	30
	9	0.0	100.0	6
	10	9.2	90.8	174
Average		4.77	95.20	N=240
Dance	7	13.8	86.1	94
	8	19.8	80.2	86
	9	31.8	68.1	132
	10	12.5	87.6	201
Average		19.47	80.5	N=513
Outdoor Activities	7	4.2	95.9	72
	8	12.5	87.5	96
	9	4.6	95.4	87
	10	6.1	93.9	65
Average		6.85	93.17	N=320
Track and Field	7	9.5	90.5	221
	8	13.4	86.6	172
	9	4.6	95.4	87
	10	6.1	93.9	65
Average		8.4	91.6	N=545

TABLE (Continued)

ACTIVITY	GRADE	EXPRESSED STUDENT ATTITUDE % POOR	% GOOD	NUMBER OF RESPONDENTS
Basketball	7	8.9	91.1	382
	8	13.7	86.2	328
	9	15.3	84.6	326
	10	9.3	90.6	332
Average		11.8	88.12	N=1,368
Volleyball	7	8.6	91.4	387
	8	7.1	92.9	321
	9	7.3	92.7	379
	10	7.8	92.2	308
Average		7.7	92.3	N=1395
Team Handball	7	9.8	90.2	51
	8	21.4	78.7	117
	9	19.0	81.0	132
	10	7.0	93.0	100
Average		14.3	85.72	N=400
Football	7	10.4	89.6	232
	8	8.2	91.8	183
	9	11.1	88.9	261
	10	12.6	87.4	127
Average		10.57	89.42	N=803
Soccer	7	8.9	91.0	190
	8	16.5	83.6	225
	9	17.6	82.4	182
	10	13.7	86.3	73
Average	1	14.17	85.82	N=670
Ice Hockey	7	12.5	87.5	40
	8	7.3	92.7	55
	9	7.7	92.3	65
	10	2.0	97.9	49
Average		7.37	92.6	N=209

TABLE (continued)

ACTIVITY	GRADE	EXPRESSED STUDENT ATTITUDE % POOR	% GOOD	NUMBER OF RESPONDENTS
Field Hockey	7	9.4	90.6	32
	8	18.5	81.5	27
	9	16.7	83.3	6
	10	24.0	76.0	25
Average	17	17.15	82.85	N= 90
Floor Hockey	7	8.0	92.0	199
	8	14.3	85.7	253
	9	6.6	93.4	183
	10	7.8	92.1	242
Average		9.17	90.8	N=877
Softball	7	4.7	95.3	106
	8	9.3	90.7	161
	9	5.3	94.7	114
	10	0.0	100.0	21
Average		4.82	95.17	N=402
Fitness	7	15.2	84.8	230
	8	25.4	74.6	189
	9	28.4	71.5	271
	10	18.0	82.0	273
Average		21.7	78.22	N=963
Badminton	7	4.8	95.2	210
	8	5.0	95.0	141
	9	5.4	94.5	239
	10	3.5	96.4	365
Average		4.6	95.27	N=955
Bowling	7	0.0	100.0	22
	8	3.2	96.7	31
	9	0.0	100.0	47
	10	0.0	100.0	17
Average		.80	99.17	N=117

TABLE (Continued)

ACTIVITY	GRADE	EXPRESSED STUDENT ATTITUDE % POOR	% GOOD	NUMBER OF RESPONDENTS
Golf	7	0.0	100.0	1
	8	0.0	100.0	2
	9	0.0	100.0	3
	10	0.0	100.0	12
Average		0.0	100.0	N= 18
Tennis	7	0.0	100.0	1
	8	3.7	96.3	27
	9	0.0	100.0	9
	10	3.3	96.7	30
Average		1.67	98.25	N=67
Table Tennis	7	0.0	100.0	29
	8	6.5	93.6	31
	9	6.9	93.1	102
	10	17.7	82.4	34
Average		7.77	92.27	N=196
Racquet Sports (Indoor)	7	7.7	92.3	26
	8	13.7	86.3	51
	9	14.0	86.0	57
	10	9.5	90.4	72
Average		11.22	88.75	N=206
Archery	7	0.0	100.0	1
	8	0.0	100.0	1
	9	0.0	100.0	6
	10	6.7	93.4	105
Average		1.67	98.35	N=113

TABLE (continued)

ACTIVITY	GRADE	EXPRESSED STUDENT ATTITUDE % POOR	% GOOD	NUMBER OF RESPONDENTS
Wrestling	7	8.5	91.6	59
	8	15.5	84.5	90
	9	12.8	87.1	70
	10	23.3	76.7	103
Average		15.02	84.97	N=322
Rugby	7	0.0	100.0	2
	8	33.3	66.6	6
	9	50.0	50.0	4
	10	30.0	70.0	10
Average		28.32	71.65	N= 22

APPENDIX G

SAMPLE PARENT COMMENTS ON TEACHER QUALIFICATION, RECOGNITION OF INDIVIDUAL DIFFERENCES, AND THE ELITE ATHLETE

TEACHER QUALIFICATION

"Weaknesses and problems in physical education -- finding properly trained and motivated teachers."

(Elementary parent) "Not enough physical education teachers that know what they're doing. They take a child so far and then stop."

"Not enough gym time and not enough proficient physical education teachers."

"Should be a well developed physical education program starting in grade one with specialized physical education teachers."

(Elementary parent) "Weaknesses or problems in physical education - teachers that don't know how to teach physical education or the rules in the sports that the children are taking."

(Elementary parent) "Not enough qualified gym teachers or assistants to properly supervise a class of 30 so they could all be working for the full time of the class."

(Elementary parent) "Are physical education teachers properly educated in this subject to be able to teach this subject?"

"The main problem will be, is, to the finding of the right person to teach the subject and so get the respect of the children."

"One problem in physical education is that the teachers don't take the subject seriously and therefore the students find it boring."

"Aggressiveness that is destructive comes out all to often. Not enough proper supervision."

"Incompetent and sadistic instructors who force partially developed children to exert themselves beyond their physical limitations and permanently injure themselves."

"Need same instructor for grades 1 - 6 if possible to aid in progressive skill development for each child by teacher who knows him."

TEACHER QUALIFICATION

"We are inclined to go from 'famine' (no physical education specialist in elementary) to 'feast' (several just in junior and senior high). More lasting effects would result from an earlier start and more gradual acquiring of skills, i.e., balance the scales better between what we expect our children to learn in physical education in elementary and junior-senior high."

"It should be compulsory and it should be taught by a physical education instructor (commencing at the grade one level)."

"The fact that the school system seems to think physical education can be taught by every teacher - including the physically unfit 60 year old who is at school to teach subjects not physical education (not to be taken as a slam at the teachers but the system)."

"Started too late in this division. Physical education is something that needs to be started in grade one with enthusiasm and carried right on up into higher grades, as it teaches children good sportsmanship and how to have fun doing instead of just watching."

"In the rural areas it is the primary source of organized physical activities for youngsters. If qualified physical education instructors are available, it is often the only contact the youngster has with trained sports personnel."

"A physical education teacher should be available to all elementary students, as some teachers are not inclined to be very athletic and sometimes skip gym classes that are scheduled for the students. (Sometimes they don't have gym even once a week.)"

"In lower grades many physical education classes are taught by teachers who dislike the course to start with, therefore, find any excuse for the class having to miss it, eg., punishment."

"Most small schools don't have a proper physical education teacher. If this isn't feasible, an instructor should come to the school once a week to give good physical education to all grades."

"Lack of common sense with some of the instructors."

TEACHER QUALIFICATION

"One of the main weaknesses is that there is not always a trained physical education instructor whose sole job is physical education. In gymnastics especially serious injury could result using unqualified personnel."

"Many teachers, especially in elementary grades, are not qualified gym instructors."

"I think the schools physical education program right now is terrible, especially in elementary school. Active participation in sports, games and exercise teaches sportsmanship and good will among other things."

"Weaknesses? It is not taught by teachers who know a thing about physical education. It is far too easy and very boring. It is not taught nearly enough in a week."

"If sufficient interest in physical education has been aroused in children up to grade 8, the individual will opt to continue participation to the end of his or her schooling: if not, compulsory participation."

"The surprising goodwill with which teachers take physical education classes when their main training and responsibilities lie elsewhere."

OVER EMPHASIS ON THE ELITE ATHLETE

AND THE REPRESENTATIVE TEAM

"I believe there should be more teams available for the child that doesn't make the schools one official team."

"Too much emphasis and glory given to good athletes. All children are humans regardless of physical ability and need to feel accepted in their limitation."

"More stress should be put on activities for those who are not so sport minded, so that they can appreciate some part of physical education."

"Not enough recognition for "effort" by students who are not particularly athletic but still give their utmost."

"Making a student realize that he or she does not have to be a 'super star' in order to benefit from a good physical education program."

"Physical education has improved over the years by adding many activities not previously available. Too much emphasis is still placed on winning, instead of participation."

"Perhaps we put too much stress on being 'the best' (eg. Canada Fitness Awards). I feel sports should be stressed for 'enjoyment'."

"Everything is geared to the most athletic child - all comparisons marks, etc. - I wonder how many times the fatest boy or the thinest girl are picked as team captains etc. - Do not think there is <u>any positive</u> social value in physical education <u>as it</u> is taught in todays system."

CONSIDERATION FOR THE INDIVIDUAL

"There should be flexibility to allow for unusual circumstances which could merit excusing a child from physical education. Unfortunately it is clear that the 'system' could not possibly accept anything so reasonable. There is insufficient regard for individual differences, all young people are expected to fit a standard physical education mold."

"If a child is not so inclined he should not be made to feel any less of a person. Some just don't have what it takes to excel, but at the same time those children should be brought to their limit. A demand of everyones best should be made. Children with special talents in this area should be encouraged to go on."

"Programs could be less competitive and more personal. If some children, because of physical ineptness, are embarrassed about taking physical education - a personal program should be arranged for them which need not be carried out with the other pupils but which must be completed." [personal prescriptions?]

"It must be recognized and appreciated that all kids don't have the same capabilities - and the youngsters who likely need the physical education most are the very ones discouraged by this system."

"Not enough praise and encouragement for less able students."

"There are some children who are not natural athletes and they should be allowed to come more slowly into this type of activity than the one who takes to it 'like a fish to water.'"

"Too much emphasis on skills, not enough on improvement and participation."

"There should be 2 or 3 classes in each age group, one for the good athlete, one for the slow athlete, and one for top athlete."

"A child should not be forced to do difficult things, when at times they are not fit to do it (healthwise)."

"It's great for those that like it but some people are not athletically inclined - I know because I am one of these people. To be forced to participate in things like gymnastics is cruel and has nothing to do with a good education as I see it. A mark for standing on your head should NOT be included in a students overall average."

CONSIDERATION FOR THE INDIVIDUAL

"Children who are not physically inclined or are over-weight should do separate program (or not as difficult) from children who are physically inclined."

"The failure to match projects to the individual's ability. The pressure to perform even beyond a physical ability. Emphasis of sports during some teacher training produces ccaches rather than physical education teachers."

"Too often it seems the children are allowed to pick their own teams and so unpopular students are left out constantly. Perhaps the teacher could draw up a rotating roster of teams to avoid this."

"I believe children should be encouraged to achieve at their own levels and that they should learn that they also can achieve at their own speed."

"Some people just do not have a natural ability and/or predilection in this area - I think that in adolescents, especially, being forced into these activities results (often) in some amount of anxiety, insecurity and self-consciousness."

"Activities should, or rather, must be designed to ensure that the varying abilities of each child are taken into account, i.e., the uncoordinated child should not be made to feel inferior due to a lack of prowess. Rather, programs should be developed to allow them to have successes in this area as well. For the athletic child, he too, should be challenged and his scope increased."

"Less emphasis on skill and coordination for those children easily deflated by lack of both - maybe more importance attached to cooperation and comradship."

"The failure to match projects to the individuals ability. The pressure to perform even beyond a physical ability. Emphasis of sports during some teacher training produces coaches rather than physical education teachers."

"I am not familiar enough to be critical but I hope that those who are awkward physically have enough choice in activities to develop skills without undue embarrassment."

CONSIDERATION FOR THE INDIVIDUAL

"Physical education is a boon for the child so inclined, but undermines the not as fit child's morale very badly."

"There are 'some' children, eg. obese or have had some heart or lung trouble (minor) (that more for the sake of the parents) should not be required to take physical education. (If parents could be educated in this field, I feel 'all' children would benefit!)"

"The lack of interest in getting children (who may have obesity problems) into understanding the importance of good health and physical education."

"I would like to see an emphasis on non-competitive activities such that those with less confidence or less aptitude can take part fully (anything to get the kids out moving and feeling happy about it). Sports of a competitive nature should be slotted for after-school hours, for those who wish to do them. I think the desire to compete in sports will grow out of the confidence gained by group games, calisthenics, dancing, hiking, etc."

"Too much emphasis on competitive aspects."

"Too much expected of those of lesser skill, i.e., when compared to mass skilled in class and for reason of marks that's why written and skill test are rated equally."

APPENDIX H

CORRESPONDENCE FROM

UNIVERSITY WOMEN'S CLUB

ON DAILY PHYSICAL EDUCATION

UNIVERSITY WOMEN'S CLUB
OF EDMONTON

12311 - 39 A Ave.,
Edmonton, Alta.
T6J 0P4

February 7, 1977

The Chairman,
Edmonton Public School Board,
10010 - 107A Ave.,
Edmonton, Alta.

Dear Sir,

The Canadian Federation of University Women passed the following resolution at its recent Conference - "we urge the provision of a daily period of quality physical education for all elementary students. This is to be planned with the guidance and programming assistance of trained physical education specialists."

We consider that physical education is not a frill, it is a necessity. Physical inertia is a national concern and the schools are the logical places to begin instilling positive attitudes towards physical activity. A relaxed student with a healthy body makes more efficient use of the time devoted to academic pursuits.

We also urge that "local school boards should organize and implement sex education programmes and that such sex education programmes should include discussion on values, love, and commitment: and to ensure that such programmes are used extensively in the schools as components of family life or health education courses.

"Further - that student teachers and teachers involved be given inservice training on methods of disseminating information on sexuality, the legal and ethical responsibilities of parenthood, venereal disease, and the prevention of pregnancy."

The members of the Edmonton Club realize that some of this material is available at some schools as an optional course, but urge that it be made more widely available. The rise in rates of illegitimate births and venereal disease indicate the need for teaching young people the responsibilities of sexual activity. Attempts to discourage such activity by keeping them in ignorance are not only ineffective, but heighten the risk of venereal disease, abortion, or irresponsible parenthood.

Yours sincerely,

(sgd.) Wilda Hurst

Corresponding Secretary

copied/mfc

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Corresponding Secretary

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